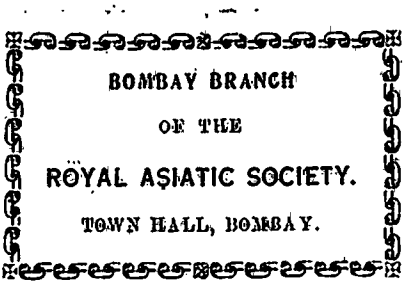
Indian Education

1922-23 to 1930-31

(except. 1926-27)

00135372



Digitized with financial assistance from

Government of Maharashtra

on 01 February, 2020

BUREAU OF EDUCATION,

INDIA

INDIAN EDUCATION

IN

1922-23. to 1930-31

(Except 1926-27)

135372

26/4

00135372

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1924

Agents for the Sale of Books Published by the Government of India Central Publication Branch.

EUROPE.

Constable & Co., 10, Orange Street, Leicester Square, London, W.C.

Kegan Paul, Trench, Trübner & Co., 68-74, Carter Lane, E.C., and 39, New Oxford Street, London, W.C.

Bernard Quaritch, 11, Grafton Street, New Bond Street, London, W.

P. S. King & Sons, 2 & 4, Great Smith Street, Westminster, London, S. W.

Grindlay & Co., 54, Parliament Street, London, S.W.

Luzac & Co., 46, Great Russell Street, London, W.C.

W. Thacker & Co., 2, Creed Lane, London, E.C.

T. Fisher Unwin, Ltd., 1, Adelphi Terrace, London, W.C.

Wheldon and Wesley, Ld., 2, 3 & 4, Arthur Street, New Oxford Street, London, W.C. 2.

East and West Ltd., 3, Victoria Street, London, S.W. 1.

B. H. Blackwell, 50 & 51, Broad Street, Oxford.

Deighton Bell & Co., Ltd., Cambridge.

Oliver and Boyd, Tweeddale Court, Edinburgh.

E. Ponsonby, Ltd., 116, Grafton Street, Dublin.

Ernest Leroux, 28, Rue Bonaparte, Paris.
Martinus Nijhoff, The Hague, Holland.
Otto Harrassowitz, Leipzig.
Friedländer und Sohn, Berlin.

INDIA AND CEYLON.

Thacker, Spink & Co., Calcutta and Simla.

W. Newman & Co., Ltd., Calcutta.

R. Cambray & Co., Calcutta.

S. K. Lahiri & Co., Calcutta.

The Indian School Supply Depôt, 309, Bow Bazar Street, Calcutta, and 226, Nawabpur, Dacca.

Butterworth & Co. (India), Ltd., Calcutta.

Rai M. C. Sarcar Bahadur & Sons, 90-2A, Harrison Road, Calcutta.

The Weldon Library, 26, Chowringhee Road, Calcutta.

Standard Literature Company, Limited, Calcutta.

Association Press, Calcutta.

Chukerverty, Chatterjee & Co., Ltd., 13, College Square, Calcutta.

Higginbotham & Co., Madras.

V. Kalyanarama Iyer & Co., Madras.

P. R. Rama Iyer & Co., Madras.

Rochouse and Sons, Madras.

Bright & Co., Trivandrum.

V. S. Swaminathan, Bookseller, West Tower Street, Madura.

Thacker & Co., Ltd., Bombay.

D. B. Taraporevala, Sons & Co., Bombay.

Sunder Pandurang, Bombay.

Ram Chandra Govind & Sons, Kalbadevi, Bombay.

Proprietor, New Kitabkhana, Poona.

The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.

The Standard Bookstall, Karachi, Rawalpindi, Murree, Lahore and Quetta.

Karsandas Narandas & Sons, Surat.

A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.

N. B. Mathur, Supdt., Nazir Kanun Hind Press, Allahabad.

The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.

Ram Dayal Agarwala, 184, Katra, Allahabad.

Manager, Newal Kishore Press, Lucknow.

The Upper India Publishing House, Ltd., 41, Aminabad Park, Lucknow.

Munshi Seeta Ram, Managing Proprietor, Indian Army Book Depôt, Juhi, Cawnpore.

Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.

Rama Krishna & Sons, Booksellers, Anarkali, Lahore.

Manager of the Imperial Book Depôt, 63, Chandney Chawk Street, Delhi.

Oxford Book and Stationery Company, Delhi.

Supdt., American Baptist Mission Press, Rangoon.

Proprietor, Rangoon Times Press, Rangoon.

The Modern Publishing House, Ltd., 70, Sparks Street, Rangoon.

The International Buddhist Book Depot, Post Box No. 971, Rangoon.

Manager, the "Hitavada," Nagpur.

S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.

Times of Ceylon Co., Ltd.

The Manager, Ceylon Observer, Colombo.

CONTENTS.

	PAGE.
Preface	
I. General	1
II. Administration and Control	8
III. University Education	9
IV. Secondary Education	11
V. Primary Education	13
VI. Female Education	16
VII. Professional and Technical Education	17
VIII. Education of Special Classes	19
General Educational Tables	23

PREFACE.

This volume contains statistics for education in India for the period April 1st, 1922 to March 31st, 1923. These statistics have been compiled for the first time in a new form prepared by the Central Advisory Board of Education. Many headings which were obsolete in the old tables have been excluded. The material left has been rearranged and in some of the tables, particularly tables IV and V, much additional information has been given. In the text of the report have also been incorporated tables showing in a comparative form the progress made in the various provinces. The text summarises very briefly the developments recorded in the various provincial reports. A much fuller account of the position of education in India at the present time will be found in the Quinquennial Review on education for the period 1917—1922 which was published at the beginning of this year.

J. A. RICHEY,

Educational Commissioner with the Government of India.

SIMLA,

19th April 1924.

INDIAN EDUCATION

IN

1922-23.

I. General.

During the year 1922-23 there was a marked recovery from the effects of the non-cooperation movement on the attendance at schools and colleges in British India.

Institutions and scholars.

	Institutions.		Scholars.	
	1922.	1923.	1922.	1923.
Arts colleges	170	174	47,632	52,639
Professional colleges	64	59	13,662	13,497
High schools	2,246	2,312	595,402	632,943
Middle schools	6,731	6,732	643,839	698,462
Primary schools	159,889	162,015	6,304,457	6,600,116
Special schools	4,189	5,720	138,169	181,318
Unrecognised schools	34,820	33,660	639,931	612,115
Total	208,109	210,672	8,383,090	8,791,090

It will be noticed that professional colleges alone of recognised institutions show a decrease in attendance. This is not due to any decline in the number of students seeking professional training. Indeed great competition for admission into the medical and engineering colleges is reported from Bombay and also from other provinces. It is due chiefly to the reduction in the number of students in training colleges for teachers. The decrease in the number of professional colleges is partly due to a reclassification of these institutions.

The fall in the number of unrecognised institutions, though the figures under this head are always unreliable, indicates the return

of many of the schools, which seceded under the influence of the non-cooperation movement, to the ordinary public school system.

Retrenchment.

The increase in attendance at other institutions would have been more significant but for the stringency from which public finances were suffering. Central and provincial budgets were framed with a view to economy. Schemes involving new expenditure were postponed. Several Governments including the Government of India went even further and set up committees to investigate the possibility of reducing their normal expenditure. These committees did not, as a rule, suggest any drastic reductions in educational expenditure; and where they did so their recommendations were not accepted. They did, however, sometimes make unexpected proposals. The Central Provinces Retrenchment Committee, for example, recommended that all inspection should be entrusted to provincial service officers and the inspection of primary schools to local bodies. The Bengal Retrenchment Committee suggested that all Government secondary schools should be handed over to local bodies. This recommendation is directly contrary to the accepted Indian educational policy which aims at discouraging local bodies from undertaking responsibility for any but vernacular education. The same committee would have abolished all institutions for the training of teachers, basing their recommendation on the pessimistic ground that the material at present entering the teaching profession was not worth training. No provincial committee, however, went so far as that appointed by the Government of India. This body suggested very heavy reductions in the expenditure on education in the areas, such as Delhi, Coorg, and the North-West Frontier Province, directly controlled by the Government of India: these suggestions were accepted with considerable modification. They further recommended the closing of the Delhi University which had only recently been brought into being by an Act of the Legislature in 1921: this proposal was not accepted. A further recommendation of the Committee which was accepted resulted in the amalgamation of the Department of Education and Health in the Government of India with that of Revenue and Agriculture. The combined department is now known as the Department of Education, Health and Lands. The Committee also succeeded in bringing to an end the Bureau of Education, and the Central Advisory Board of Education, the last meeting of which was held in February 1923. The latter institution had only been created in 1921 and formed a link between the educational activities of the different provinces. As the educational commissionership has not been abolished, this report issues as a publication of the Bureau.

Increase in Numbers and Expenditure.

In spite of all efforts at economy the bill for education in India has inevitably increased. Altogether the expenditure on education rose by sixty-six lakhs from Rs.18,37,91,398 to Rs. 19,04,04,036. But of the new expenditure no less than thirty lakhs was incurred in the Punjab. The Punjab also is responsible for one hundred and fifty thousand of the four hundred thousand

new pupils in school. This phenomenal increase in enrolment is due to the adherence of the Punjab Government to a consistent policy of educational expansion in rural areas; it is also partly due to the development of adult education in villages through the medium of co-operative credit societies.

It is satisfactory to find that an increase in attendance is reported from all provinces, save Burma, where a further decrease in numbers is the result of a deliberate policy of concentration with a view to efficiency, and Coorg, which little province, however, still has the highest percentage of school attendance in India. Even Bengal, which has reported a steady annual decline during the past five years, shows at last an enhanced attendance of 58,000 students with the result that the enrolment in 1922-23 is slightly in excess of that in 1916-17.

Some Provincial Statistics.

In view of the particular interest which attaches to a comparison of provincial figures now that education is administered provincially, the following tables are given for the first time in the annual narrative.

(i) *Number of Institutions.*

Province.	Recognised institutions.			Unrecognised institutions.			Total of institutions.		
	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.
Madras	38,938	37,289	+1,649	2,308	3,358	—1,050	41,246	40,647	+599
Bombay	13,269	13,309	—40	1,692	1,591	+101	14,961	14,900	+61
Bengal	52,864	51,930	+934	1,298	1,840	—542	54,162	53,770	+392
United Provinces	18,877*	18,555	+322	2,875	3,011	—136	21,752*	21,566	+186
Punjab	8,690	7,919	+780	4,096	3,484	+612	12,795	11,403	+1,392
Burma	6,684	7,179	—495	18,472	18,485	—13	25,156	25,664	—508
Bihar and Orissa	26,663	25,964	+699	1,762	2,002	—240	28,425	27,966	+459
Central Provinces and Berar	4,889	4,921	—32	190	70	+120	5,079	4,991	+88
Assam	4,805	4,745	+60	251	276	—25	5,056	5,021	+35
North-West Frontier Province	667	792	—125	288	234	+54	955	1,026	—71
Coorg	110	113	—3	16	8	+8	126	121	+5
Delhi	190	205	—15	84	92	—8	274	297	—23
Ajmer-Merwara	180	187	—7	113	117	—4	293	304	—11
Baluchistan	84	82	+2	192	230	—38	276	312	—36
Bangalore	97	99	—2	23	22	+1	120	121	—1
India	177,012†	173,289	+3,723	33,660	34,820	—1,160	210,672†	208,109	+2,563

* Includes 4 universities.
† Excluding 4 universities in the United Provinces.

(ii) *Number of Scholars.*

Province.	In recognised institutions.			In unrecognised institutions.			In all institutions.			Percentage of total scholars to population.	
	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.	1923.	1922.
Madras	1,847,833	1,745,518	+102,315	67,284	91,504	—24,220	1,915,117	1,837,022	+78,095	4·5	4·3
Bombay	911,652	896,877	+14,775	62,108	61,515	+593	973,760	958,392	+15,368	5·0	5·0
Bengal	1,906,225	1,836,716	+69,509	44,704	55,437	—10,733	1,950,929	1,892,153	+58,776	4·18	4·05
United Provinces	1,016,842	965,059	+51,783	64,109	64,506	—397	1,080,951	1,029,565	+51,386	2·38	2·26
Punjab	692,771	552,622	+140,149	84,207	74,068	+10,139	776,978	626,690	+150,288	3·75	3·03
Burma	344,690	345,665	—975	214,162	216,960	—2,798	558,852	562,625	—3,773	4·23	4·26
Bihar and Orissa	804,036	763,277	+40,759	39,990	47,105	—7,115	844,026	810,382	+33,644	2·48	2·38
Central Provinces and Berar	332,130	330,681	+1,449	7,920	2,622	+5,298	340,050	333,303	+6,747	2·44	2·39
Assam	221,882	208,014	+13,868	7,894	8,204	—310	229,776	216,218	+13,558	3·02	2·84
North-West Frontier Province	50,158	49,395	+763	6,245	4,519	+1,726	56,403	53,914	+2,489	2·5	2·3
Coorg	8,155	8,564	—409	299	151	+148	8,454	8,715	—261	5·16	5·32
Delhi	15,943	15,024	+919	4,620	4,539	+81	20,563	19,563	+1,000	4·2	4·0
Ajmer-Merwara	10,620	10,247	+373	5,033	4,879	+154	15,653	15,126	+527	3·18	3·05
Baluchistan	4,559	4,152	+407	2,621	2,903	—342	7,180	7,115	+65	1·71	1·69
Bangalore	11,479	11,348	+131	919	959	—40	12,398	12,307	+91	10·5	10·4
India	8,178,975	7,743,159	+435,816	612,115	639,931	—27,816	8,791,090	8,383,090	+408,000	3·48	3·39

(iii) *Distribution of Scholars in Recognised Institutions, 1923.*

Province.	Number of Scholars in Institutions for Males.							Number of Scholars in Institutions for Females.						
	Arts Colleges.*	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.	Arts Colleges.	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.
Madras . .	8,885	1,999	128,132	28,997	1,459,964	16,656	1,644,631	307	26	10,272	6,071	183,683	2,783	203,202
Bombay . .	5,114	2,877	49,230	18,656	700,248	16,598	792,732	..	..	7,678	2,951	106,192	2,099	118,920
Bengal . .	21,108	5,213	202,192	123,596	1,189,830	72,651	1,614,590	241	38	7,305	7,173	275,277	1,601	291,635
United Provinces	5,454	886	49,137	51,278	832,498	14,111	953,364	56	..	3,845	12,752	46,299	526	63,478
Punjab . .	4,856	1,442	83,472	163,541	350,434	23,481	627,226	71	35	2,330	11,192	50,974	943	65,545
Burma . .	741	..	21,670	104,477	162,451	9,183	298,522	..	..	4,810	13,248	27,697	413	46,168
Bihar and Orissa	2,304	330	27,560	34,639	661,840	12,640	739,313	10	..	717	2,947	60,193	856	64,723
Central Provinces and Berar.	653	283	3,393	65,299	236,021	2,498	308,747	..	..	140	4,249	18,387	607	23,383
Assam . .	943	70	11,920	22,528	169,206	2,640	207,307	..	..	621	2,776	11,134	44	14,575
North-West Frontier Province.	269	26	7,439	12,286	25,015	69	45,104	..	..	..	1,453	3,601	..	5,054
Coorg . .	..	..	696	..	6,562	8	7,266	..	..	152	..	737	..	889
Delhi . .	705	185	3,042	3,506	5,423	548	13,409	..	87‡	488	1,163	771	25	2,534
Ajmer-Merwara	95	..	2,093	945	6,093	156	9,382	..	..	219	495	517	7	1,238
Baluchistan .	..	..	1,206	945	1,731	12	3,894	..	..	..	384	281	..	665
Bangalore .	452	..	1,391	898	4,390	68	7,199	317	..	839	962	2,067	95	4,280
India . .	51,577	13,311	592,582	631,591	5,812,306	171,319	7,272,686	1,062	186	39,416	67,816	787,810	9,999	906,289

* Includes scholars in teaching Universities.

† Includes 33 scholars studying for arts and science.

(iv) *Expenditure on Education.*

Province.	Total Expenditure.			Percentage of expenditure from				Average annual cost per scholar				
	1923.	1922.	Increase or Decrease.	Govt. Funds.	Board Funds.	Fees.	Other sources.	to Govt. Funds.	to Board Funds.	to Fees.	to Other Sources.	Total cost.
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras . . .	3,45,77,486	3,39,98,292	+5,79,194	44·85	10·45	22·10	22·60	8 6 3	1 15 2	4 2 1	4 3 8	18 11 2
Bombay . . .	3,11,80,382	2,96,02,044	+15,77,338	55·0	10·0	16·0	13·0	18 14 0	5 7 0	5 9 7	4 4 8	34 3 3
Bengal . . .	3,31,42,296	3,33,87,106	—2,44,810	39·7	5·6	38·7	16·0	6 12 0	0 15 1	6 9 4	2 11 3	16 15 0
United Provinces .	2,91,44,794	2,98,13,563	—6,68,769	57·0	14·6	12·3	16·1	16 5 0	4 3 2	3 8 7	4 0 10	28 10 7
Punjab . . .	2,20,38,296	1,89,62,287	+30,76,009	51·44	14·86	20·02	13·6	16 5 9	4 11 7	6 5 10	4 5 7	31 12 9
Burma . . .	1,16,50,220	1,01,64,870	+14,85,350	46·88	18·60	19·85	14·71	9 12 4	3 13 11	4 2 4	3 1 0	20 13 7
Bihar and Orissa .	1,11,03,490	1,15,16,347	—4,12,857	40·37	22·48	21·08	16·07	3 2 0	2 10 7	2 10 9	1 13 6	10 4 10
Central Provinces and Berar.	85,83,000	81,26,933	+456,067	64·09	18·14	8·02	8·85	12 7 9	3 10 3	1 9 4	1 9 5	19 4 9
Assam . . .	37,96,457	34,83,928	+3,12,529	63·9	12·7	14·7	8·7	10 14 5	2 3 2	2 8 0	1 8 0	17 1 7
North-West Frontier Province.	18,06,414	17,39,504	+66,910	62·8	12·1	7·3	17·8	23 12 6	4 9 5	2 12 9	6 12 9	37 15 5
Coorg . . .	1,93,420	1,71,716	+21,704	54·38	18·66	22·89	4·07	12 14 4	4 6 10	5 6 10	0 15 5	23 11 5
Delhi . . .	15,79,670	12,83,538	+2,96,132	40·83	8·47	11·21	39·49	31 10 7	9 6 4	12 9 7	16 7 0	70 2 7
Ajmer-Merwara . .	5,36,890	6,31,338	—94,448	57·9	8·9	14·8	18·4	29 8 0	4 8 0	7 6 5	9 3 2	50 9 7
Baluchistan . .	3,14,395	3,20,682	—6,287	66·84	12·74	7·91	12·51	46 2 0	8 12 0	5 7 0	8 10 0	68 15 0
Bangalore . . .	7,56,826	5,88,350	+1,68,476	42·5	5·3	19·8	32·4	34 6 9	4 4 0	16 1 1	20 2 8	80 14 6
India . .	19,04,04,036	18,37,91,398	+66,12,638	49·7	13·3	20·0	16·1	10 10 6	2 13 9	4 7 7	3 7 2	21 7 0

The General Tables.

The general tables at the end of this volume appear for the first time in a revised form prepared by the Central Advisory Board. The new tables provide a much clearer view of the conditions of Indian education. It will be noticed that the terms 'recognised' and 'unrecognised' have been substituted for 'public' and 'private' hitherto in use; the distinction between a public institution under private management (*i.e.*, a recognised private school) and a private institution (*i.e.*, an unrecognised private school) was not easily intelligible to the uninitiated.

So full an account was given in the recently published quinquennial review both of the present position of education in India and of the problems which demand attention, that the present work confines itself to a mere enumeration of the principal changes that have taken place during the year.

II. Administration and Control.

Bombay Primary Education Act.

A most important administrative change was introduced in Bombay under the Primary Education Act passed on the 16th December 1922. In this province the management of primary schools had always been vested in Government. The management is, by this Act, transferred to district local boards and municipalities. Those who are empowered to manage their own schools are constituted Local Authorities. The schools of smaller municipalities will be managed by the Local Authority of the district in which each municipality is situated. Each Local Authority will have a school board, an administrative officer and its own inspecting staff. Consequently the inspecting staff of the Education Department will be largely reduced. Government have undertaken to pay two-thirds of any new approved educational expenditure incurred by the district local boards and half of the expenditure incurred by municipalities on primary education. A Local Boards Act passed in the same year empowers district local boards to raise additional revenue.

Local Bodies.

In the United Provinces new bodies elected under the new District Boards Act came into being. They are reported in many instances to show discontent with the present vernacular curriculum, desiring the inclusion of more technical studies. Such studies must be based on a substratum of general education. In Burma the divisional school boards have been replaced by new school boards with a popular electorate. The personnel of the new boards is reported to be often inexperienced and ill-educated; on one board of fifteen members only two had received any secondary education. In view of the reluctance ordinarily shown by local bodies to raise taxation for educational purposes, it is most satisfactory to find that in Madras no less than 55 taluk boards, one district board and seventeen municipalities decided to levy an educational cess under the Elementary Education Act of 1920. On the other hand district boards in Assam are reported to have spent funds designed for education on other purposes.

New educational authorities which came into existence are the Board of Intermediate and Secondary Education, United Provinces, constituted by the Act of 1921, and the Boards of Secondary Education in the Central Provinces and in Bihar and Orissa, the former constituted by an Act passed in August 1922, the two latter established by executive order. All these three boards prescribe the curricula for secondary schools and conduct secondary and school leaving examinations: the Bihar and Orissa Board also calculates and submits to the local Government annual estimates of the grants required by aided secondary schools. These bodies contain representatives of the Education Department, the University and secondary schools and use the inspecting establishment of the local education department; in each case the Director of Public Instruction is *ex-officio* chairman of the Board. Educational Boards.

The inspecting staff was completely revised and improved in Madras; the grades of inspecting officers being reduced from four to two, each district (except the Nilgiris) being placed under a district educational officer and the subordinate inspecting agency being replaced by a single class of officers called deputy inspectors of schools. Inspection.

Elsewhere changes in the inspecting establishment were too often in the nature of retrenchment. In Assam, for example, the superior executive staff of the Education Department, has been reduced to three Indian Educational Service Officers, including the Director, with two advisory assistants, one for Muhammadan and one for female education. This is not an extreme instance, for there is no major province in which the number of Indian Educational Service officers employed in teaching the few hundred students in Government colleges does not far exceed the total number of such officers entrusted with the administration, inspection and development of education in all its branches.

In Burma and the Central Provinces the Directors of Public Instruction were made Education Secretaries to the local Governments, acting thus directly under the Ministers and issuing orders on their behalf and on behalf of the local Government. Direction.

III. University Education.

An Act reconstituting the University of Madras was passed in February 1923. The new Act follows very closely the recommendations of the Calcutta University Commission while retaining for the university bodies the old nomenclature. The chief authorities of the University are a Senate enlarged and corresponding to the Court of other new universities, a Syndicate which corresponds to the Executive Council, an Academic Council and a Council of Affiliated Colleges. The Act provides for inter-collegiate teaching in Madras by a synthesis not unlike that suggested by the Commission for the colleges in Calcutta. It further differentiates the outside institutions affiliated to the university some of which are to be called university colleges and to be developed as potential university centres. The courses of studies are the same Madras University Act.

for both internal and external colleges. The present Government grant to the University is placed by the Act on a statutory basis and provision is made whereby provincial finance may bear some part of the cost of university expansion. The Act came into force after the close of the period under review.

Nagpur. The Nagpur University Act was passed in the March session of the local legislature. While the new University is of the affiliating type the Act foreshadows the development of higher education at the university centre, Nagpur. The University starts its career without a habitation and the problem of providing it with suitable accommodation is closely bound up with the question of a new Science College in Nagpur where expert opinion condemns the present accommodation of the Victoria College of Science. Meanwhile the King Edward College, Amraoti, was completed at a cost of fourteen lakhs of rupees and can now boast of buildings which can stand comparison with those of any similar institution in India.

Patna. The Patna University Amendment Act was passed during the year with a view to removing certain minor defects in the existing legislation. A committee was appointed by the local Government to advise on two alternative schemes—the one prepared by the Vice-Chancellor for the development of the University on the present site of the Patna and Bihar National Colleges, the other drawn up originally by the Nathan Committee for the foundation of a residential teaching university at Phulwari.

Allahabad. The reorganised University of Allahabad commenced work in July 1922. Even within the period under review some dissatisfaction has expressed itself with the arrangement by which a residential teaching university is combined with affiliated colleges some of which are situated so far from the university centre as Rajputana. This dissatisfaction has led to movements for the establishment of universities at Agra and in Rajputana.

Calcutta. The financial difficulties of the Calcutta University led to a request for an additional subsidy from Government and gave rise to some discussion in the local Council as to the relations between the University and the Bengal Government. Two private Bills were introduced aiming at reconstituting the University Senate and providing for greater Government control over the management of university finance. They were withdrawn on the understanding that a Government bill having the same objects in view would be introduced in the summer session. This Bill, however, provoked such criticism that the Governor of Bengal convened a conference to consider the proposed legislation which included a Bill for the better control of secondary education. This conference, which was attended by nominees of the Bengal and Assam Governments and of the Calcutta University and at which the Government of India were represented, met first in the summer of 1923 but has not yet solved the problems submitted to it for consideration.

Delhi. The new University at Delhi, constituted by an Act passed in 1921, opened in May 1922. Its activities are largely hampered

by the lack of any central habitation and the want of funds. Considerable progress was made, however, during the year by the various university bodies in the drafting of necessary statutes and ordinances and the preparation of plans for further development when funds are forthcoming. The University survived the threat to its existence made by the Indian Retrenchment Committee and looks forward to securing a worthy habitation when in the course of time the Government of India moves out to Raisina and sets free buildings now in use in old Delhi.

Punjab. The Punjab University has established an Academic Council. This body, as at present constituted, is said to be of unwieldy size and to possess only limited powers.

Lucknow. An interesting development at Lucknow was the appointment of lecturers in Hindi and Urdu for the purpose of encouraging research in the vernaculars of the province.

Arts Colleges. The number of students in Arts Colleges has increased from 47,632 to 52,639. "He would be a bold man" writes a principal "who would say that there was a real demand for so many students pursuing such strictly theoretical and literary courses of study." This fact appears to be realised in Bombay where the numbers of students applying for the B. A. were lower than they had been since 1916. The Director in Bengal notices the steady increase in the number of students taking science in the Intermediate but points out that if, as is probable, they do so with a view to obtaining employment, there is little practical or economic value in a smattering of physics and chemistry.

IV. Secondary Education.

General. There is nothing remarkable to record in the figures for secondary education. The cost per scholar has slightly decreased and is now Rs. 48-15-2 in the case of a high school pupil and Rs. 22-8-0 for a pupil in a middle school as compared with Rs. 51-4-4 and Rs. 24-12-0 respectively in the preceding year.

The incidence of this cost is distributed as follows:—

Expenditure.	In high schools.	In middle schools.
	Rs. A. P.	Rs. A. P.
From Government funds	15 12 7	8 1 3
„ Board funds	1 3 4	5 0 2
„ Fees	24 8 7	6 2 6
„ other sources	7 6 8	3 4 11
Total cost per scholar	48 15 2	22 8 4

In the Punjab a general survey was undertaken of the facilities for secondary education. The main defect brought to light was

the very uneven distribution of the secondary schools in the province; certain advanced areas being very fully schooled while other large tracts were left unprovided.

Further attempts are reported to provide more practical education in secondary schools. The Board of Intermediate and Secondary Education, Dacca, opened courses in dyeing and in commerce at the Jaggannath Intermediate College, which were well attended. In Madras a very marked increase is noted in the number of candidates who took science and commercial subjects for the school leaving certificate. In Bihar and Orissa provision has been made for increasing the classes in non-literary subjects in Government high schools. In the United Provinces a scheme has been drawn up for the opening of agricultural middle schools, half the cost of which is to be met by Government and half by district boards, Government also undertaking to meet the whole cost of training the teachers.

The Central Provinces have extended the introduction of the vernacular as a medium of instruction to the first class in the high department (tenth) and have been confronted with the usual difficulty of providing for the needs of pupils speaking different vernaculars. In this province the scheme of classes has been reorganised the number of primary classes being reduced to four, while there are now four classes in the middle department and three in the high.

Dalton plan.

A few isolated experiments with the Dalton Plan are reported (from Sylhet, Lucknow, Raipur and Lahore) but to the ordinary difficulties attending the working of the plan there are added in India problems connected with the variety of vernaculars used in school, the great dearth in most vernaculars of those supplementary readers, reference books and illustrated literary matter which are needed to add interest and variety to individual study under the Dalton system; while the idea of co-operative work seems strange to the Indian pupil. The suitability of this system for introduction in Indian secondary schools was considered by the Central Advisory Board at its meeting in February 1923. It was decided that it was unlikely to meet with success except in institutions of a special character such as Chiefs Colleges and the new Intermediate colleges. It has been tried with fair success in two of the former.

Mental Tests.

The Central Advisory Board also considered at its meetings during the year, the possibility of introducing some system of mental intelligence tests in India for use in secondary schools. At the request of the Board the Educational Commissioner with the Government of India arranged for a number of experiments to be conducted with the Stanford revision of the Binet-Simon tests under the direction of the principals of Provincial Training Colleges. The results of these experiments were reported to the Bureau of Education. Based on these a provisional series of tests has been compiled which has been issued to Directors for use by selected teachers. It is proposed to revise the series from time to time in the light of experience.

The Boy Scout movement continues to flourish. The training camp at Lonavla was a great success and raised the number of trained scout masters during the year from 177 to 413. It was closed in March 1923 to enable Mr. Miller, who was in charge of it, to tour the Bombay Presidency and supervise the work of the trained men. Boy Scouts.

V. Primary Education.

There was an increase of two thousand in the number of primary schools for boys and of two hundred and seventy-five thousand in the number of pupils attending them. Burma, Bengal and the Central Provinces alone show a decrease both in schools and scholars. In Burma, as already stated, the decrease is due to the elimination of inefficient schools. The policy of relying chiefly on monastic schools is now being seriously questioned. While these schools have been responsible for the high standard of literacy in the province yet the instruction in most of them is of the poorest possible description. The *Pongyi* is not a teacher by profession and is often indifferent or hostile to secular education. It even appears that the Burman is losing faith in the old system of monastic education. In Bengal the fall is reported to be only nominal, since many schools for adults had hitherto been classed under the head of "primary schools." In the Central Provinces the decline in enrolment is partly due to the attitude of local bodies, who, in their anxiety to assert their independence of departmental control, have neglected or dispensed with the assistance which Government officials have given in the past in enlisting support for village schools. Bombay reports a decrease in the number of schools but an increase in the number of pupils.

The greatest interest naturally attaches to experiments in the introduction of compulsory education. The following table shows the number of areas in which compulsion had actually been introduced at the close of 1923. Compulsory Education.

Province.	Date of Act.	Areas under "compulsion."	
		Municipalities.	District Boards and Rural Areas.
Bombay	Feby. 1918 (for city) 1920. Feby. 1923.	5	—
Bihar and Orissa	Feby. 1919.	1	—
Punjab	April 1919.	8	86 (school areas).
Bengal	May 1919.	—	—
United Provinces	June 1919	8	—
Central Provinces	May 1920.	1	1
Madras	Dec. 1920.	7	—

The above table does not include areas for which schemes of compulsory education had been sanctioned or submitted to Government but not actually introduced.

From Bombay, which was the pioneer province in the matter of compulsory education, no further extension is reported, for while a sixth municipality has introduced compulsion the town of Dhulia has abandoned it. A very important provision of the Act of 1922 empowers Government to call upon any Local Authority to introduce compulsory education if it has not done so on its own initiative. Every local authority is also required to prepare within a prescribed period as complete a scheme as possible for the universal introduction of compulsory education. The Act was based upon the report of a compulsory education committee which was published in June 1922.

It must not be assumed that in any of the municipalities which appear in the foregoing table compulsory education is in existence in the complete form in which, for example, it is found in Great Britain or in Germany. The schemes adopted by municipalities usually aim at the gradual provision of new schools and new teachers and demand three or four years for fulfilment. As yet no thoroughly organised system of registration and visitation by attendance officers has been developed. These will come in time. Meanwhile one of the most interesting events in the past twelve months has been the inauguration in the Punjab of a system of compulsory education in rural school areas. The Punjab Primary Education Bill permits of the introduction of compulsion in the whole or in any part of an area controlled by a local body; and in country districts the simple but effective plan has been adopted of starting with the smallest possible area, namely that served by a single village school. The more enlightened parents who are already sending their sons to school are readily persuaded of the advantages to be gained by raising the school enrolment through compulsion, so that each class in the school may be entitled to have its own wholetime teacher, and the school itself may claim a decent school building from the District Board. The example set by one village encourages other neighbouring villages to follow suit; and so in the Lyallpur District alone, which contains several canal colonies, no less than fifty-seven school areas have on their own initiative adopted compulsory education. The Central Provinces report applications also from two district boards in Berar for the introduction of compulsion in eleven village areas.

Duration of school life.

One of the most important effects of compulsion will be the prolongation of school life; even the shortest compulsory period should ensure that all scholars at least reach the stage of literacy. This is a greater need at the present time than the collection of more boys into school. The new tables IV*a* to V*b* give the distribution of all scholars class by class. The following extract gives

the position in the first four primary classes and shows the serious wastage of material under a voluntary system.

Class I	3,453,046
Class II	1,184,318
Class III	833,303
Class IV	593,301
TOTAL	6,063,968

Expansion on a voluntary basis.

The Punjab and Madras, particularly the former, report considerable progress and expansion on a voluntary basis. In the latter province, a system of monthly allowances in lieu of capitation grants was brought into effect at the close of the year. The scales of pay of teachers in Government elementary schools were revised and the new scales were suggested for adoption by local bodies also.

In Bihar and Orissa although no further extension of compulsory education is reported the number of pupils in attendance at primary schools is the highest ever recorded for the province. Moreover funds have at last been provided for carrying out the three years' programme which has so long been kept in abeyance. It is proposed to standardise the grants to district boards on a system which will take account of the population of each district and the wealth of the board, while in the case of municipalities Government offers half the cost of teaching eighty per cent. of the boys of school-going age. On the other hand an attempt by the Bengal Government to give effect to Mr. Biss's scheme for redistributing and amalgamating primary schools met with small success. Government offered to bear half the cost of introducing the scheme; but, as the initiative was left entirely to local bodies, so far only six municipalities and twelve unions have accepted the offer.

Local bodies in Bombay are finding it difficult to meet even half of the cost of primary education, owing to the rise in recent years in the pay of the teachers. Eighteen municipalities refused to pay their teachers according to the scale prescribed by Government, which was obliged in these cases to pay the balance direct to the teachers recovering it by deductions from the grants to the municipalities. Others have tried to get more value for their money by adopting the shift system of school hours, thus increasing the number of pupils per teacher. This has met with some success when confined to the infant class and in single teacher schools but elsewhere it is reported that it does not find favour with the villagers 'who smart under a reduction in the hours of instruction.'

Courses.

The reduction of the primary course from five to four years in the Central Provinces has been noted. In Bengal the course has been reduced from six to five years and a revised curriculum has been introduced the special feature of which is the inclusion of

English as an optional subject. In Burma, too, optional English now forms part of the primary school curriculum.

Adult Education

At the close of the year there were 1,873 schools for adults with an enrolment of 45,768. The total expenditure on these schools amounted to Rs. 2,55,793. Details are given in the statement below:—

	Schools.	Pupils.	Expenditure from				Total expenditure.
			Govt. funds.	Board funds.	Fees.	Other sources.	
			Rs.	Rs.	Rs.	Rs.	Rs.
Government Schools .	5	283	2,576	..	..	..	2,576
Board Schools . .	180	4,815	7,386	1,20,251	1,416	7,159	1,36,212
Aided Schools . .	924	20,622	45,351	15,568	11,570	32,232	1,04,721
Unaided Schools . .	764	20,048	..	..	2,616	9,668	12,284
TOTAL .	1,873	45,768	55,313	1,35,819	15,602	49,059	2,55,793

The education of adults in this country presents peculiar problems which require early attention if this branch of education is to be developed. Among these problems are the provision of suitable text books and the organisation of the school work, since the very uneven progress made by the students necessitates individual instruction after the first stage. Attendance is also apt to be irregular. It is intended in the Punjab to include "the means and methods of teaching adults" in the courses of instruction for all teachers under training both in the Training College and in training schools.

VI. Female Education.

The total number of recognised institutions for girls rose from 23,780, to 24,068 and their enrolment increased by over 27,000 from 879,013 to 906,289. But general tables V*a* and V*b* show that only a very small proportion of these pupils have proceeded beyond the lower primary stage. The following extract gives the position in the first four primary classes:—

	No. of scholars
Class I	533,878
Class II	159,480
Class III	91,362
Class IV	53,667
TOTAL .	838,387

The foregoing statistics do not take account of the girls reading in boys' schools who are distributed as follows:—

Institutions.	Boys in Girls' Schools.	Girls in Boys' Schools.
Colleges	..	507
Secondary Schools	11,891	41,865
Primary Schools	29,587	462,272
Special Schools	200	2,012
Unrecognised Schools	6,195	32,971
TOTAL .	47,873	539,627

In the chill atmosphere of financial depression it is the weakest educational plants that suffer first and it is therefore not surprising that no province records any noteworthy progress in female education while several provinces report a decline either in schools or scholars. "In days of financial adversity local bodies tend to regard girls' schools as the first and obvious sacrifice"; but even the Government Normal School for women at Peshawar, which had had a short but very promising life, was closed for motives of economy. In Bombay the primary curriculum has been revised and optional subjects, such as school geometry and domestic economy, have been introduced. Madras and Bombay report the opening of classes for training teachers in drill, the theory of gymnastics and exercises suited to Indian girls—a side of education which is much neglected in girls' schools.

VII. PROFESSIONAL AND TECHNICAL EDUCATION.

The majority of provincial educational reports include mention only of those institutions which are administered or controlled by the Department of Education, hence there is little material for notes on professional education other than the training of teachers.

(*a*) Training of teachers.

The number of teachers under training is shown in the following statement:—

	For men.		For women.		TOTAL.	
	1922.	1923.	1922.	1923.	1922.	1923.
In Training Colleges . .	1,190	984	57	99	1,247	1,083
In Normal and Training Schools	22,774	21,323	4,157	4,074	26,931	25,397
TOTAL .	23,964	22,307	4,214	4,173	28,178	26,480

The total number of teachers employed in secondary and primary schools in India was 324,305 of whom 137,115 or 42 per cent. were trained.

The adverse effects of retrenchment have fallen rather heavily on this branch of education. Madras, Bombay, Bengal, Bihar and Orissa, the United Provinces, the Central Provinces and the North-West Frontier Province report a reduction in the number of training institutions and in the number of students. Economy was effected in the Punjab by combining some training schools with high schools. In the United Provinces the reduction in some districts is due to the supply of trained teachers being in excess of the demand. The whole question of the training of vernacular teachers was considered by a special committee appointed by the United Provinces Government whose recommendations are being carried out.

There is ordinarily no dearth of applicants for training as primary teachers. Indeed a curious example of the effect of demand on supply comes from Sind, where the number of Muhammadan boys passing the vernacular final examination has declined in three years from 346 to 194. This appears to be the direct result of the closing of a number of District Local Board schools during the last two years and the dismissal of the teachers. Boys studying in the higher standards, observing this, took themselves off rather than study for an examination which was not likely to lead to employment.

The Training College for secondary teachers in Bombay was put on a more satisfactory footing. The staff was strengthened and the college affiliated for the B. T. degree of the Bombay University.

(*b*) Other professional and technical institutions.

Type of institution.	1922.		1923.	
	Schools.	Scholars.	Schools.	Scholars.
Law colleges and schools . . .	15	5,356	13	5,662
Medical colleges and schools . .	32	9,040	35	9,543
Engineering colleges and schools .	21	2,720	17	2,750
Agricultural colleges and schools .	14	967	18	1,001
Commercial colleges and schools .	139	7,511	126	8,667
Forest colleges	3	186	2	175
Veterinary colleges	3	408	3	328
Technical and industrial schools .	276	14,082	279	16,051
Schools of Art	8	1,332	13	1,550
TOTAL .	511	41,602	506	45,727

Most of the institutions included in the foregoing statement do not fall under the control of the Education Department. The effects of financial stringency are evident even in this branch of education. The Agricultural College at Sabour was closed as was also the Institute of Commerce, Lahore. A scheme for higher instruction in mechanical and electrical engineering at the Bengal Engineering College was postponed for lack of funds. Even some of the successful industrial middle schools in the Punjab were closed by local bodies for the same reason. On the other hand good progress is reported with the agricultural teaching in the middle vernacular schools of the same province. Expenditure has been reduced and income improved so that almost all the five-acre farms under canal irrigation have now become self-supporting. The introduction of a similar scheme of agricultural teaching in Burma is under consideration. It has already been introduced in Bombay. In eight schools of this presidency a middle or higher primary course with an agricultural bias has been substituted for the ordinary curriculum. The teachers for the new course have been trained at Loni and Lyallpur. In Bombay, too, the Sydenham College of Commerce has been removed to a fine and spacious building so that it has been possible to raise the number of students by 90 to 338. The Bombay Government have decided also to raise the number of admissions to the Poona Engineering College from 60 to 100 and the accommodation, equipment and staff are being strengthened accordingly.

VIII. Education of special classes.

(a) Chiefs' colleges.

The Chiefs' Colleges found it necessary during the year to take careful stock of their resources. Most successful appeals for endowments were launched by the Rajkumar Colleges at Raipur and Rajkot. Experiments with the Dalton Plan of education were made at the Aitchison College, Lahore, and in a more restricted form at Raipur. The Principals pronounced themselves satisfied on the whole with the results of these experiments though they considered that the use of the plan must be confined to certain forms and certain subjects of study.

(b) European schools.

In the revised tables complete information about European education is provided in the single table VII. This table shows a decrease of thirty-two in the number of schools but an increase of 787 in the number of scholars.

An interesting innovation was the holding of an exhibition at Calcutta in February of the work of the European schools in Bengal. The educational value of the exhibition was great and it is proposed to make it an annual event.

(c) Muhammadan Education

The following figures show a satisfactory increase in the attendance of Muhammadans at school though the number of Muhammadan boys to reach the highest stage of education is still small

in comparison with the figures for other communities (see table IV*a*.)

	No. of Muhammadan scholars.	
	1922.	1923.
Arts colleges	5,424	5,715
Professional colleges	1,544	1,505
Secondary and Primary Schools	1,710,910	1,828,481
Special schools	42,083	70,576
Unrecognised Institutions	206,481	199,493
Total	1,966,442	2,105,770
Percentage to Population	3·3	3·6

The backwardness of the Muhammadans in education is usually ascribed, and no doubt rightly, to the conservatism of the community and its distrust of purely secular education, but it is also largely due to the fact that the great majority of the Muhammadan population belongs to the small cultivator class. In the Punjab, for example, where Muhammadan education has made great strides during the last two years it is noticeable that the increased attendance is almost entirely at schools under public management; the Muhammadans have not like other communities been able to found many secular schools of their own. The education of Mappilas has been engaging the attention of the Madras Government. After the recent rebellion in Malabar a committee was appointed to enquire into the question of maintaining separate elementary schools for Mappilas. The committee made a variety of recommendations including the introduction of compulsory elementary education in taluks affected by the rebellion. The committee also recommended the employment of qualified Arabic teachers in training schools where Mappilas undergo training so that the Mappila pupil teacher may be properly instructed in the tenets of his own religion. The committee attribute a great deal of the Mappila's fanaticism to his utter ignorance of the real principles of Muhammadanism. The Government of Madras are experimenting with this suggestion.

(*d*) Education of backward classes.

That there is an awakening among the backward classes to their need for education is evident from many reports. In Bengal alone the number of pupils belonging to the depressed classes rose from 96,522 to 128,144—a notable increase for a single year. An example of such an awakening is furnished by the Meos of Nuh who petitioned the Governor of the Punjab that a special cess might be levied on their community for the purpose of maintaining a second-

ary school. This being impossible, the community raised a voluntary levy equal to 10 per cent. of the land revenue. Very few villages have failed to pay and there has been no complaint from the subscribers. With the help of the District Board "a Meo high school has now been fairly launched and the dream of every Meo leader for a generation has been realised."

But all communities are not thus able to help themselves and the Punjab Government addressed local bodies suggesting various measures for attracting members of the backward or depressed classes into school such as the provision of free school books and materials. The Central Provinces Government following the recommendations of a special committee which considered the subject have gone even further and in addition to the allotment of special scholarships are now granting to teachers of elementary schools a bonus of Rs. 3 for every child of a depressed class successfully prepared for the Primary Certificate examination.

It appears to be as yet doubtful whether the orders issued by several Governments, *e.g.*, Madras, Bombay and the Central Provinces that boys belonging to depressed classes should be freely admitted into public schools can be carried out with great success. In one school where this was attempted in Bombay the numbers fell from 280 to 41. On the other hand the attendance of Adi Dravida children in common schools has increased and some District Educational Councils in Madras have adopted the enlightened policy of giving enhanced grants to aided schools which admit such pupils.

GENERAL EDUCATIONAL TABLES, 1922-23.

INDEX.

	PAGE.
General Summary of Educational Institutions and Scholars	24
General Summary of Expenditure on Education	25
Explanations	26
I. Classification of Educational Institutions	27
II-A. Distribution of Scholars attending Educational Institutions for Males	28
II-B. Distribution of Scholars attending Educational Institutions for Females	30
III-A. Expenditure on Education for Males	32
III-B. Expenditure on Education for Females	35
IV-A. Race or Creed of Scholars in Institutions for the General Education of Males	38
IV-B. Race or Creed of Scholars in Institutions for the General Education of Females	39
V-A. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males	40
V-B. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females	41
VI. Teachers (Men and Women)	42
VII. European Education	43
VIII. Examination Results	44

General Summary of Educational Institutions and Scholars.

		Percentage of scholars to total populations.			
		Recognised Institutions.		All Institutions.	
		1923	1922	1923	1922
Area in square miles 10,02,016					
Population—					
Males 12,69,17,953					
Females 12,01,85,934					
TOTAL 24,71,03,887	Males . . .	5·36	5·04	5·80	5·49
	Females . . .	1·14	1·12	1·21	1·18
	Total	3·31	3·13	3·48	3·39

	Institutions.			Scholars.			Percentage of scholars in each class of institution.
	1923	1922	Increase or decrease.	1923	1922	Increase or decrease.	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS.							
For Males.							
Arts Colleges	160	154	+6	51,577	46,651	+4,926	0·72
Professional Colleges . .	52	60	—8	13,311	13,523	—212	0·19
High Schools	2,082	2,038	+44	*593,527	559,750	+33,777	8·13
Middle Schools	6,108	6,105	+3	630,646	578,437	+52,209	8·68
Primary Schools	139,095	137,255	+1,840	5,812,306	5,537,410	+274,896	79·92
Special Schools	5,447	3,897	+1,550	171,319	128,375	+42,944	2·36
TOTALS . .	152,944	149,509	+3,435	7,272,686	6,864,146	+408,540	100
For Females.							
Arts Colleges	14	16	—2	1,062	981	+81	0·12
Professional Colleges	7	4	+3	(a)186	139	+47	0·02
High Schools	230	208	+22	39,416	35,652	+3,764	4·35
Middle Schools	624	626	—2	67,816	65,400	+2,416	7·48
Primary Schools	22,920	22,634	+286	787,810	767,047	+20,763	86·93
Special Schools	273	292	—19	9,099	9,794	+205	1·10
TOTALS .	24,068	23,780	+288	906,289	879,013	+27,276	100
UNRECOGNISED INSTITUTIONS.							
For Males	31,418	32,452	—1,034	560,353	587,946	—27,593	..
For Females . . .	2,242	2,368	—126	51,762	51,985	—223	..
TOTALS . .	33,660	34,820	—1,160	612,115	639,931	—27,816	..
GRAND TOTALS .	210,672	208,109	+2,563	8,791,090	8,383,090	+408,000	..

NOTE.—There are also 13 Universities in British India which are not shown separately in this table.
* Includes 945 scholars for Middle Schools in Baluchistan.
(a) Includes 33 scholars for Arts Colleges in Delhi.

General Summary of Expenditure on Education.

	Total Expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1923	1922	Increase or decrease.	Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. A. P.
Direction and Inspection.	93,42,751	93,35,518	+7,233	97·1	2·9	..	..	..	..	..	..	..
Universities . .	62,55,733	73,37,716	—10,81,983	38·2	..	42·8	19·0	..	..	..	..	..
Miscellaneous*. .	3,83,98,654	3,67,55,922	+16,42,732	45·4	11·9	14·9	27·8	..	..	..	..	..
Totals . .	5,39,97,138	5,34,29,156	+5,67,982	53·5	8·9	15·6	22·0	..	..	..	..	..
Institutions for Males												
Arts Colleges . .	99,71,674	1,07,08,923	—7,37,249	44·9	0·4	38·7	16·0	92 12 1	0 13 5	80 0 3	32 15 0	206 8 9
Professional Colleges .	55,37,596	57,59,995	—2,22,399	73·6	..	22·5	3·9	289 9 10	0 1 11	88 8 5	15 4 2	393 8 4
High Schools . .	3,03,97,113	2,82,50,936	+21,46,177	32·2	2·5	50·1	15·2	15 12 7	1 3 4	24 8 7	7 6 8	48 15 2
Middle Schools . .	1,43,25,303	1,39,53,816	+3,71,487	35·9	22·2	27·2	14·7	8 1 3	5 0 2	6 2 0	3 4 11	22 8 4
Primary Schools .	4,57,77,552	4,32,20,803	+25,56,750	54·3	26·6	9·9	9·2	4 4 5	2 1 6	0 12 5	0 11 7	7 13 11
Special Schools .	1,29,98,142	1,21,53,198	+8,44,944	71·0	5·7	6·3	17·0	53 14 1	4 4 7	4 12 6	12 14 9	75 13 11
Totals . .	11,90,07,381	11,40,47,671	+49,59,710	48·6	14·3	24·6	12·5	7 14 4	2 5 1	4 0 1	2 0 7	16 4 1
Institutions for Females												
Arts Colleges . .	3,54,215	3,33,415	+20,800	69·2	..	13·0	17·8	319 12 1	..	60 1 11	82 8 3	462 6 3
Professional Colleges .	1,89,282	2,17,519	—28,237	82·9	..	10·6	6·5	314 5 5	..	40 2 10	24 13 6	379 5 9
High Schools . .	44,11,407	38,41,421	+5,69,986	46·5	3·1	28·7	21·7	46 11 1	3 1 1	28 14 0	21 12 11	100 7 1
Middle Schools . .	28,14,923	26,68,036	+1,46,887	39·7	13·2	13·0	34·1	15 8 10	5 2 6	5 1 3	13 5 5	39 2 0
Primary Schools .	79,64,967	75,65,717	+3,99,250	40·0	38·0	3·6	18·4	4 0 6	3 13 4	0 5 10	1 13 9	10 1 5
Special Schools .	16,64,723	16,88,463	—23,740	67·9	2·6	4·0	25·5	111 13 10	4 4 0	6 8 5	41 15 9	164 10 0
Totals . .	1,73,99,517	1,3,14,571	+10,84,946	45·2	21·1	11·4	22·3	8 6 0	3 14 5	2 1 8	4 2 1	18 8 2
GRAND TOTALS	19,04 04,036	18,37,91,398	+66,12,638	49·7	13·3	20·9	16·1	10 10 6	2 13 9	4 7 7	3 7 2	21 7 0

N.B.—For explanation of certain terms used in the tables please see overleaf.
* Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, substandard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the general summary and General Tables II-A and B, IV-A and B, V—A and B, VIII and IX.

I.—Classification of Educational Institutions.

	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	13	..	13	..	..	..	..	..	..
Colleges :—												
Arts and Science*	30	1	1	65	14	111	2	..	..	5	1	8
Law	7	..	..	..	4	11	..	..	..	..	..	..
Medicine	5	..	..	2	..	7	..	..	..	1	..	1
Education	13	..	..	1	..	14	3	..	..	2	..	
Engineering	4	..	..	..	1	5	..	..	..	..	..	..
Agriculture	5	..	..	..	..	5	..	..	..	..	..	..
Commerce	2	..	..	2	1	5	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	3	..	..	..	..	3	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	16	..	1	35	11	63	3	..	..	4	2	9
TOTALS	87	1	2	105	31	226	8	..	..	12	4	24
High Schools	268	84	62	1,056	584	2,054	27	2	1	173	7	210
Middle { English	107	195	128	1,767	601	2,798	21	..	3	190	13	236
Schools { Vernacular	56	1,810	60	1,347	21	3,303	68	18	56	232	3	377
Primary Schools	1,380	43,405	3,036	78,723	12,545	139,089	407	3,746	1,143	15,028	2,589	22,913
TOTALS	1,811	45,494	3,295	82,893	13,751	147,244	523	3,766	1,203	15,632	2,612	23,736
Special Schools :—												
Art	5	..	..	6	2	13	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	10	..	..	1	4	24	1	..	..	2	..	3
Normal and Training.	371	326	13	68	4	782	50	2	5	83	2	142
Engineering	8	..	..	3	1	12	..	..	..	..	..	..
Technical and Industrial.	55	21	15	109	10	210	3	..	..	62	4	69
Commercial	4	..	..	31	79	114	..	..	..	7	..	7
Agricultural	10	..	..	1	1	12	..	..	..	1	..	1
Reformatory	6	..	..	1	..	7	..	..	..	..	..	..
Schools for Defectives.	2	..	..	22	2	26	..	..	..	3	..	3
Schools for Adults	5	110	70	924	764	1,873	..	..	..	6	..	6
Other Schools	58	7	50	1,741	516	2,372	1	..	..	36	3	40
TOTALS	545	464	148	2,907	1,383	5,447	55	2	5	200	9	271
TOTALS FOR RECOGNISED INSTITUTIONS.	2,443	45,959	3,445	85,905	15,165	152,917	586	3,768	1,208	15,844	2,625	24,031
UNRECOGNISED INSTITUTIONS.	..	18	8	43	31,349	31,418	..	..	..	24	2,218	2,242
GRAND TOTALS, ALL INSTITUTIONS.	2,443	45,977	3,453	85,948	46,514	184,335	586	3,768	1,208	15,868	4,843	26,273

N.B.—This table excludes statistics of European Education in the U. P., Assam and N.-W. F. Province.
* Includes 3 *Oriental Colleges.*

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION. (*a*).									
Arts and Science (*b*) & (*c*)	13,325	11,643	4,154	64	59	62	253	245	61
Law	4,187	3,910	321	..	..	..	..	..	..
Medicine	2,174	3,002	827	..	..	..	..	..	..
Education	892	838	708	..	..	..	..	..	..
Engineering	1,038	1,038	832	..	..	..	..	..	..
Agriculture	612	566	416	..	..	..	..	..	..
Commerce	389	347	64	..	..	..	..	..	..
Forestry	175	170	120	..	..	..	..	..	..
Veterinary Science	328	209	309	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	183	162	65	..	..	..	..	..	..
TOTALS	24,303	21,975	7,816	64	59	62	253	245	61
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	37,175	74,968	11,397	24,411	20,796	1,029	22,055	18,950	677
„ Middle Schools { English	14,168	12,104	1,029	27,875	23,843	1,701	19,784	16,998	1,118
„ Middle Schools { Vernacular	5,800	4,420	567	237,563	181,456	20,500	10,190	7,955	340
„ Primary Schools	60,135	46,285	52	2,395,820	1,699,744	1,575	319,886	236,536	..
TOTALS	167,278	137,777	13,045	2,685,669	1,925,839	24,805	371,915	280,439	2,135
In Art Schools	1,387	1,080	118	..	..	..	..	..	..
„ Law „	75	60	..	..	..	..	..	..	..
„ Medical Schools	4,820	4,456	1,467	..	..	..	..	..	..
„ Normal and Training Schools.	15,505	14,782	10,972	2,931	2,759	2,054	145	145	100
„ Engineering Schools	1,065	958	602	..	..	..	..	..	..
„ Technical and Industrial Schools.	3,632	2,910	633	1,682	1,319	66	1,167	943	23
„ Commercial Schools	818	731	..	..	..	..	..	..	..
„ Agricultural „	251	227	167	..	..	..	..	..	..
„ Reformatory „	1,194	1,121	968	..	..	..	..	..	..
„ Schools for Defectives	60	47	14	..	..	..	..	..	..
„ Schools or Adults	283	214	..	2,627	1,890	..	2,188	1,366	..
„ Other Schools	4,147	3,176	574	245	193	48	1,443	1,051	..
TOTALS	33,237	29,762	15,515	7,485	6,161	2,168	4,943	3,505	123
Totals for recognised institutions.	224,818	189,514	36,376	2,693,218	1,932,059	27,035	377,111	284,189	2,319
IN UNRECOGNISED INSTITUTIONS.	..	..	..	928	599	..	600	451	..
Grand Totals, all institutions.	224,818	189,514	36,376	2,694,146	1,932,658	27,035	377,711	284,640	2,319

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.
(*b*) Includes—56—scholars also reading *Law*.
(*c*) Includes—560—scholars in *Oriental Colleges*.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
28,016	24,764	9,608	10,134	8,868	2,696	51,792	45,574	16,581	376
185	164	158	1,215	1,039	313	5,587	5,113	792	..
996	961	432	..	..	..	4,170	3,963	1,259	121
92	82	21	..	..	..	984	920	729	7
326	..	..	68	64	38	1,432	1,102	870	..
..	..	..	..	..	..	612	566	416	..
285	250	67	110	94	66	784	691	197	3
..	..	..	..	..	..	175	170	120	..
..	..	..	..	..	..	328	299	309	..
40	35	8	34	28	1	257	225	74	..
29,940	26,256	10,294	11,561	10,088	3,114	66,121	58,623	21,347	507
327,019	273,632	31,905	130,689	100,112	5,755	591,349	488,458	50,763	5,469
168,047	133,431	11,556	46,347	35,072	2,070	276,221	221,448	17,474	5,129
100,519	96,982	3,867	1,298	1,030	115	355,370	291,843	25,389	31,267
2,711,826	2,155,578	10,037	324,639	253,536	..	5,812,306	4,391,679	11,664	462,272
3,307,411	2,659,623	57,365	502,973	389,750	7,940	7,035,246	5,393,428	105,290	504,137
137	99	..	26	21	..	1,550	1,200	118	15
..	..	..	..	..	..	75	60	..	..
81	62	..	205	185	56	5,106	4,703	1,523	124
2,691	2,650	1,443	51	55	46	21,323	20,391	14,615	245
53	43	(a)13	200	172	..	1,318	1,173	(b)615	..
6,340	5,124	1,382	481	380	7	13,302	10,676	2,111	96
2,567	2,366	108	4,138	2,741	19	7,523	5,838	127	168
63	50	..	..	..	..	314	277	167	..
16	13	16	..	..	..	1,210	1,134	984	..
615	510	391	16	14	..	691	571	405	129
20,622	16,030	..	20,048	16,270	..	45,768	35,770	..	215
53,837	42,479	1,100	13,467	10,386	405	73,139	57,285	2,127	1,020
87,022	69,426	4,453	38,632	30,224	533	171,319	139,078	22,792	2,012
3,424,373	2,755,305	72,112	553,106	430,062	11,587	7,272,686	5,591,129	149,429	506,656
2,863	2,448	..	555,962	308,485	807	560,353	311,933	807	32,971
3,427,236	2,757,753	72,112	1,109,128	738,497	12,394	7,833,039	5,903,062	150,236	539,627

(a) Excludes figures for Bihar and Orissa which are included under "Other Schools"
(b) Excludes figures for Aided Institutions in Bihar and Orissa which are included under "Other Schools"

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION. (a).									
Arts and Science (b) . .	375	301	193	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education . . .	46	45	20	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	10	10	4	..	..	..	..	..	..
TOTALS .	431	356	217	..	..	..	..	..	..
SCHOOLS AND SPECIAL EDUCATION.									
In High Schools . .	5,582	4,547	732	287	251	..	174	189	..
„ Middle Schools. { English .	2,722	1,931	93	..	..	..	809	571	..
{ Vernacular .	6,545	4,501	113	1,060	853	56	6,723	5,097	7
„ Primary Schools . .	25,426	16,849	8	168,153	121,912	19	94,360	64,468	..
TOTALS .	40,275	27,828	946	169,500	123,016	75	102,066	70,325	7
In Medical Schools . .	57	56	54	..	..	..	..	..	..
„ Normal and Training Schools.	1,750	1,685	1,032	15	15	11	25	21	..
„ Technical and Industrial Schools.	59	55	13	..	..	..	..	..	..
„ Commercial Schools .	..	..	..	..	..	..	..	..	..
„ Agricultural Schools .	..	..	..	..	..	..	..	..	..
„ Schools for defectives .	..	..	..	..	..	..	..	..	..
„ Schools for Adults .	..	..	..	..	..	..	..	..	..
„ Other Schools . .	57	30	..	..	..	..	..	..	..
TOTALS .	1,923	1,835	1,099	15	15	11	25	21	..
Totals for recognised institutions.	42,629	30,019	2,262	169,515	123,031	86	102,091	70,346	7
IN UNRECOGNISED INSTITUTIONS.	..	..	..	..	..	..	..	..	..
Grand Totals, all institutions.	42,629	30,019	2,262	169,515	123,031	86	102,091	70,346	7

(a) Scholars reading more than one of the following subjects should be entered under only one head.
(b) Includes *nil* scholars in *Oriental Colleges*.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
702	614	428	24	23	9	1,101	938	630	..
54	60	54	..	..	..	54	60	54	..
48	47	39	5	5	..	99	97	59	..
..	..	..	..	..	..	10	10	4	..
804	721	521	29	28	9	1,264	1,105	747	..
32,316	28,067	10,032	1,041	896	364	39,400	33,950	11,128	4,217
23,065	19,589	7,151	759	634	168	27,955	22,725	7,412	3,359
25,339	21,356	2,628	194	140	..	30,861	31,947	2,804	4,315
445,234	345,898	8,040	54,637	41,660	154	787,810	590,787	8,221	29,587
526,554	414,910	27,851	56,631	43,330	686	895,026	679,409	29,565	41,478
156	155	151	..	..	..	213	211	205	..
2,267	1,974	1,593	17	17	17	4,074	3,712	2,058	6
2,598	2,117	938	92	87	23	2,749	2,259	974	16
360	185	5	..	..	..	360	185	5	..
75	64	..	..	..	..	75	64	..	..
180	163	130	..	..	..	180	163	130	72
573	289	15	..	..	..	573	289	15	..
1,674	1,388	133	44	34	..	1,775	1,461	133	106
7,883	6,335	2,965	153	138	40	9,999	8,344	4,115	200
535,241	421,966	31,337	56,818	43,496	735	906,289	688,858	34,427	41,678
2,222	1,823	..	49,540	7,253	70	51,762	9,076	70	6,195
537,463	423,789	31,337	106,353	50,749	805	958,051	697,934	34,497	47,873

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes, Rs. 52,25,351 spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

	Government Institutions.						District Board and Municipal Institutions.					
	Governments funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities (a)	10,52,652	...	..	12,22,719	3,86,259	26,61,630	..	..	..	..	..	..
Arts Colleges	28,53,178	..	2,580	8,96,754	32,960	37,85,472	7,848	..	111	13,212	13,690	34,861
Professional Colleges :—												
Law	41,949	..	..	3,16,870	53	3,58,872	..	..	..	..	..	..
Medicine	12,59,604	..	..	5,11,164	200	17,71,058	..	..	..	..	..	..
Education	7,79,929	279	..	117	14,880	7,95,205	..	..	..	..	..	..
Engineering	7,70,569	..	..	1,12,523	1,51,590	10,34,682	..	..	..	..	..	..
Agriculture	3,23,993	..	..	26,331	551	3,50,875	..	..	..	..	..	..
Commerce	37,378	..	..	57,229	..	94,607	..	..	..	..	..	..
Forestry	2,88,150	..	..	..	..	2,88,150	..	..	..	..	..	..
Royal Institute of Science.	1,59,117	..	..	..	966	1,60,083	..	..	..	..	..	..
Veterinary Science	3,58,898	..	..	16,607	..	3,75,505	..	..	..	..	..	..
Intermediate Colleges	5,92,702	..	..	1,99,453	6,204	7,98,359	4,000	..	2,244	5,381	..	11,625
Totals	85,18,209	279	2,580	33,59,767	5,03,663	1,24,74,498	11,848	..	2,355	18,593	13,690	46,486
School Education.												
General.												
High Schools	44,85,485	1,279	24,775	22,51,578	27,054	67,90,171	3,06,813	3,03,789	2,14,402	10,93,770	35,119	20,43,893
Middle Schools—												
English	6,88,123	3,100	..	2,21,891	1,260	9,14,374	4,28,010	2,97,885	3,50,097	5,31,568	17,312	16,24,872
Vernacular	1,67,807	304	157	4,599	3	1,72,870	22,55,140	13,05,216	1,46,165	4,37,786	18,428	41,62,735
Primary Schools	7,64,400	13,836	5,000	22,508	3,852	8,09,596	1,98,23,139	55,34,181	32,19,598	9,53,356	1,56,154	2,96,86,428
Totals	61,05,815	18,519	29,932	25,00,576	32,169	86,87,011	2,20,03,102	74,41,071	39,30,262	30,16,480	2,27,013	3,75,17,928
Special.												
Art Schools	4,07,897	3,050	715	13,986	15,115	4,40,763	..	..	..	..	..	..
Law Schools	..	..	..	5,432	..	5,432	..	..	..	..	..	..
Medical Schools	12,43,897	3,549	549	1,45,570	16,115	14,09,680	..	..	..	..	..	..
Normal and Training Schools	23,79,116	78,498	21,204	12,030	11,602	35,03,350	4,04,345	1,76,799	17,974	8	..	6,89,126
Engineering Schools	5,14,643	..	..	50,903	6,845	5,72,391	5,376	..	8,636	333	..	14,345
Technical and Industrial Schools	9,73,693	14,326	15	16,098	1,57,463	11,61,595	65,120	75,003	36,927	9,853	43,955	2,30,858
Commercial Schools	41,861	..	..	38,372	1,853	82,086	..	..	..	..	..	..
Agricultural Schools	1,09,523	216	..	2,483	466	1,12,688	..	..	..	..	..	..
Reformatory Schools	2,98,182	..	..	..	18,156	3,16,338	..	..	..	..	..	..
Schools for Defectives	23,013	..	..	37	1,452	24,502	..	..	..	..	..	..
Schools for Adults	2,576	..	..	..	..	2,576	7,386	946	1,19,305	1,416	7,159	1,36,212
Other Schools	4,37,366	5,293	2,500	21,321	9,803	4,76,283	12,266	4,314	7,281	1,461	2,999	28,321
Totals	74,31,767	1,04,932	24,983	3,07,132	2,38,870	81,07,684	5,84,493	2,57,062	1,90,123	13,071	54,113	10,98,862
Grand Totals	2,20,55,791	1,23,730	57,495	61,67,475	8,64,702	2,92,69,193	2,34,99,443	76,98,133	41,22,740	30,48,144	2,94,816	3,86,63,276

N.B.—This table excludes Statistics of European Education in the U. P., Assam and N.-W. F. Province.
(a) Figures under cols. 1 to 21 against this head exlude those for Madras as that Province has not furnished any details for these columns.

III-A.—Expenditure on Education for Males—*contd.*

	Aided Institutions.						Recognised unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities (*a*)	12,53,765	..	1,400	11,99,218	7,49,948	32,04,331	..	..	..
Arts Colleges	11,50,446	16,250	21,869	19,20,017	11,75,043	42,92,625	7,20,494	1,79,082	8,99,576
Professional Colleges.									
Law	..	..	..	..	..	..	1,01,083	..	1,01,083
Medicine	27,500	..	1,375	75,319	21,896	1,26,090	..	..	..
Education	17,736	..	..	..	..	17,736	..	..	..
Engineering	..	..	..	..	..	..	17,871	9,157	27,028
Agriculture	..	..	..	..	..	..	..	..	..
Commerce	10,527	..	..	7,939	8,294	26,760	2,676	7,186	9,862
Forestry	..	..	..	..	..	..	..	..	..
Royal Institute of Science	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	1,97,931	..	600	3,55,827	2,20,071	7,83,429	44,587	1,00,107	1,44,694
Totals	26,57,905	16,250	25,244	35,67,320	21,84,252	84,50,971	8,86,711	2,95,532	11, 82,243
School Education.									
General.									
High Schools	44,51,164	39,025	1,31,992	80,61,071	32,60,122	1,59,43,374	31,02,653	10,04,489	41,67,142
Middle Schools—									
English	14,89,876	2,27,547	58,102	21,34,439	15,56,421	54,66,385	4,33,897	4,05,682	8,30,579
Vernacular	73,759	5,68,610	2,07,579	1,01,703	76,406	10,28,057	4,051	11,591	15,642
Primary Schools	42,71,191	28,46,601	5,67,232	31,11,153	36,26,418	1,44,22,595	4,15,717	4,11,858	8,27,575
Totals	1,02,85,990	36,81,783	9,64,905	1,34,08,366	85,19,367	3,68,60,411	39,56,318	18,93,620	58,49,938
Special									
Art Schools	22,440	420	750	1,793	11,100	36,503	240	1,872	2,112
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	..	550	550	1,812	..	2,912	10,712	4,385	15,007
Normal and Training Schools.	2,80,337	213	148	3,205	1,10,427	4,03,330	1,328	4,933	6,261
Engineering Schools	3,500	750	100	1,053	1,173	6,576	1,025	..	1,025
Technical and Industrial Schools.	4,31,227	12,202	34,501	93,561	9,88,058	15,59,549	15,929	40,091	56,020
Commercial Schools	13,050	3,981	96	54,376	30,709	1,03,112	1,10,285	9,895	1,20,180
Agricultural Schools	600	..	..	522	6,946	8,068	..	60	60
Reformatory Schools	6,240	..	..	..	3,666	9,906	..	..	..
Schools for Detectives	49,327	75	16,130	3,264	47,462	1,16,258	..	3,719	3,719
Schools for Adults	45,351	10,390	5,178	11,570	32,232	1,04,721	2,616	9,668	12,284
Other Schools	3,52,291	50,055	21,768	1,43,758	3,87,540	9,55,412	40,903	2,26,683	2,67,591
Totals	12,14,263	78,636	79,221	3,14,914	16,19,313	33,06,347	1,83,643	3,01,306	4,85,249
Grand Totals	1,41,58,158	37,76,669	10,69,370	1,72,90,600	1,23,22,932	4,86,17,729	50,26,672	24,90,458	75,17,430

III-A.—Expenditure on Education for Males—*concld.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction						
Inspection	13,65,093	..	..	..	..	13,65,093
Buildings, etc.	70,38,067	2,00,190	42,491	..	3,552	72,84,300
Miscellaneous	93,65,379	23,23,837	4,61,010	3,71,362	36,57,493	1,61,79,081
	50,97,677	12,77,484	2,44,437	35,26,009	40,15,789	1,41,61,396
TOTALS	2,28,66,216	38,01,511	7,47,938	38,97,371	76,76,834	3,89,89,870
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities (*a*)	23,01,897	..	1,400	26,76,808	11,85,628	62,55,733
Arts Colleges	40,33,306	16,250	24,560	35,59,477	13,78,941	90,12,534
Professional Colleges :—						
Law	41,949	..	..	4,17,953	53	4,59,955
Medicine	12,87,194	..	1,375	5,86,483	22,096	18,97,148
Education	7,97,665	279	..	117	14,880	8,12,941
Engineering	7,70,569	..	..	1,30,394	1,60,747	10,61,710
Agriculture	3,23,993	..	..	26,331	551	3,50,875
Commerce	47,905	..	..	67,844	15,480	1,31,229
Forestry	2,88,150	..	..	..	..	2,88,150
Royal Institution of Science	1,59,117	..	..	..	966	1,60,083
Veterinary Science	3,58,898	..	..	16,607	..	3,75,505
Intermediate Colleges	7,94,633	..	2,844	6,05,248	3,35,382	17,38,107
TOTALS	1,12,95,276	16,529	30,179	80,87,262	31,14,724	2,25,43,970
SCHOOL EDUCATION.						
General.						
High Schools	93,34,182	3,44,093	3,71,169	1,45,09,072	43,86,064	2,89,44,580
Middle Schools—						
English	26,06,009	5,28,532	4,08,199	33,21,795	19,80,675	88,45,210
Vernacular	24,96,706	18,74,180	3,53,901	5,48,139	1,06,428	53,79,304
Primary Schools	2,48,58,730	83,94,618	37,91,830	45,02,734	41,98,282	4,57,46,194
TOTALS	3,92,95,627	1,11,41,373	49,25,099	2,28,81,740	1,06,71,449	8,89,15,288
Special.						
Art Schools	4,30,337	3,470	1,465	16,019	28,087	4,79,378
Law Schools	..	..	..	5,432	..	5,432
Medical Schools	12,43,897	4,099	1,099	1,58,094	20,500	14,27,689
Normal and Training Schools	41,62,798	2,55,510	39,326	17,471	1,26,962	46,02,067
Engineering Schools	5,23,519	750	8,736	54,214	8,018	5,95,237
Technical and Industrial Schools	14,70,040	1,01,531	71,443	1,21,605	12,14,776	29,79,395
Commercial Schools	55,811	3,981	96	2,16,869	57,248	3,34,005
Agricultural Schools	1,10,123	216	..	8,005	7,472	1,20,816
Reformatory Schools	8,04,422	..	..	..	21,822	3,26,244
Schools for Defectives	72,340	75	10,130	3,301	52,633	1,44,479
Schools for Adults	55,313	11,336	1,24,483	15,602	49,059	2,55,793
Other Schools	8,01,923	59,662	31,549	2,07,448	6,27,025	17,27,607
TOTALS	92,30,523	4,40,630	2,94,327	8,19,060	22,13,802	1,29,98,142
Grand Totals	8,26,87,642	1,54,00,043	59,97,543	3,56,85,433	2,36,76,609	16,34,47,270

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 8,75,908 spent by the Public Works Department on educational buildings.
"*Miscellaneous*" includes the following main items :—
Scholarships, hostel charges and other contingent charges.

	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	1,24,441	..	..	14,367	21	1,38,832	..	..	..	..	..	..
Professional Colleges :												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	23,721	..	..	320	..	24,041	..	..	..	..	..	..
Intermediate Colleges	22,120	..	..	1,529	..	23,649	..	..	..	..	..	..
Totals	1,70,285	..	..	16,216	21	1,86,522	..	..	..	..	..	..
School Education.												
General.												
High Schools	6,40,666	..	..	80,001	4,143	7,24,810	1,920	28,634	17,079	1,824	1,760	52,117
Middle Schools—												
English	1,77,607	..	..	10,379	337	1,88,323	11,083	..	24,025	1,419	..	36,527
Vernacular	1,43,271	..	..	1,153	33	1,44,457	40,883	19,809	1,19,586	2,795	239	1,83,312
Primary Schools	4,46,850	294	24	2,571	1,209	4,50,948	16,82,236	7,89,270	14,33,470	30,802	34,349	39,70,127
Totals	14,08,394	294	24	94,104	5,722	15,08,538	17,36,122	8,37,713	15,95,060	36,840	36,348	42,42,083
Special.												
Medical Schools	35,724	..	..	..	..	35,724	..	..	..	..	..	..
Normal and Training Schools.	6,12,705	10,324	8,035	120	4,915	6,66,099	7,075	842	3,210	..	..	11,127
Technical and Industrial Schools	14,062	..	..	..	191	14,253	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	10,165	..	..	..	..	10,165	..	250	..	..	23	273
Totals	7,02,656	10,324	8,036	120	5,106	7,26,241	7,075	1,092	3,210	..	23	11,400
Grand Totals for Females.	22,81,335	10,618	8,059	1,10,440	10,849	24,21,301	17,43,197	8,38,805	15,98,270	36,840	36,371	42,53,483
Grand Totals for Males	2,20,55,791	1,23,730	57,495	61,67,475	8,64,702	2,92,69,193	2,34,99,443	76,98,133	41,22,740	30,48,144	2,94,816	3,86,63,276
Grand Totals for all	2,43,37,126	1,34,348	65,554	62,77,915	8,75,551	3,16,90,494	2,52,42,640	85,36,938	57,21,010	30,84,984	3,31,187	4,29,16,759

N.B.—This table excludes Statistics of European Education in U. P., Assam and N.-W. F. Province.

III-B.—Expenditure on Education for Females—*contd.*

	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Arts Colleges	47,749	..	..	21,329	72,994	1,42,072	2,904	5,346	8,250
Professional Colleges									
Medicine	1,17,270	..	..	13,970	..	1,31,240	..	..	..
Education	24,373	..	..	4,927	3,801	33,101	900	..	900
Intermediate Colleges	41,666	..	..	12,694	15,311	69,671	..	..	..
Totals	2,31,058	..	..	52,920	92,106	3,76,084	3,804	5,346	9,150
School Education.									
General.									
High Schools	11,97,006	2,349	72,016	10,22,950	8,04,837	30,99,158	32,915	48,374	81,289
Middle Schools—									
English	5,77,462	3,633	17,752	3,00,709	6,69,235	15,68,791	4,266	33,685	37,951
Vernacular	1,04,404	62,349	1,02,500	22,951	1,98,897	4,01,101	870	2,020	2,890
Primary School	10,45,946	5,49,450	2,48,212	2,44,401	13,21,758	34,09,767	9,905	1,05,784	1,15,689
Totals	29,24,818	6,17,781	4,40,480	15,91,011	29,94,727	85,68,817	47,956	1,89,863	2,37,819
Special.									
Medical Schools	25,261	550	..	11,230	46,983	84,024	..	..	..
Normal and Training Schools.	2,79,037	893	7,216	25,733	1,51,046	4,63,925	273	4,870	5,143
Technical and Industrial Schools	56,101	3,916	1,500	7,164	1,47,958	2,16,639	220	644	873
Commercial Schools	7,826	..	2,937	12,682	1,147	24,592	..	..	..
Agricultural Schools	300	..	..	..	..	300	..	..	..
Schools for Defectives	18,482	..	..	..	16,096	34,578	..	..	..
Schools for Adults	6,616	..	1,423	3,747	14,016	25,802	..	..	..
Other Schools	15,194	38	1,363	3,655	31,308	51,558	410	602	1,012
Totals	4,08,817	5,397	14,439	64,211	4,08,554	9,01,418	912	6,116	7,028
Grand Totals for Females	35,64,693	6,23,178	4,54,919	17,08,142	34,95,387	98,46,319	52,672	2,01,325	2,53,997
Grand Totals for Males	1,41,58,158	37,76,669	10,69,370	1,72,90,600	1,23,22,932	4,86,17,729	50,26,072	24,90,458	75,17,430
Grand Totals for all	1,77,22,851	43,99,847	15,24,289	1,89,98,742	1,58,18,319	5,84,64,048	50,79,644	26,91,783	77,71,427

III-B.—Expenditure on Education for Females—*concld.*

	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
Inspection	6,27,703	9,840	15,794	..	7	6,53,344
Buildings, etc.	15,05,916	59,682	47,309	76,826	9,91,714	26,81,447
Miscellaneous	12,54,630	50,228	40,454	16,80,137	18,94,571	49,20,020
Totals	33,88,249	1,19,750	1,03,557	17,56,963	28,86,292	82,54,811
University and Intermediate Education.						
Arts Colleges	1,74,193	..	..	38,600	76,361	2,89,154
Professional Colleges :						
Medicine	1,17,270	..	..	13,970	..	1,31,240
Education	48,094	..	..	6,147	3,801	58,042
Intermediate Colleges	63,786	..	..	14,223	15,311	93,320
Totals	4,03,343	..	..	72,940	95,473	5,71,756
School Education.						
General.						
High Schools	18,39,592	30,983	89,995	11,37,690	8,59,114	39,57,374
Middle Schools—						
English	7,66,152	3,633	41,777	3,16,778	7,03,257	18,31,592
Vernacular	2,88,558	82,158	2,22,086	27,769	2,01,189	8,21,760
Primary School	31,75,032	13,39,014	16,81,706	2,87,679	14,63,100	79,46,531
Totals	60,69,334	14,55,788	20,35,564	17,69,911	32,26,660	1,45,57,257
Special.						
Medical Schools	60,985	550	..	11,230	46,983	1,19,748
Normal and Training Schools	9,28,817	12,059	18,461	26,126	1,60,831	11,46,294
Technical and Industrial Schools	79,163	3,916	1,500	7,393	1,48,793	2,31,765
Commercial Schools	7,826	..	2,937	12,682	1,147	24,592
Agricultural Schools	300	..	..	..	..	300
Schools for Defectives	18,482	..	..	..	16,096	34,578
Schools for Adults	6,616	..	1,423	3,747	14,016	25,802
Other Schools	25,359	288	1,363	4,065	31,933	63,008
Totals	11,18,548	16,813	25,684	65,243	4,19,799	16,46,087
Grand Totals for Females	1,09,79,474	15,92,351	21,04,805	36,65,057	66,28,224	2,50,29,911
Grand Totals for Males	8,26,87,642	1,54,00,043	59,97,543	3,56,85,433	2,36,76,069	16,34,47,270
Grand Totals for all	9,36,67,116	1,69,92,394	81,02,348	3,93,50,490	3,03,04,293	18,84,77,181

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus. Higher castes.	Hindus. *Depressed classes.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9	10
TOTAL POPULATION § .	148,584	1,409,947	68,393,596	14,174,683	30,943,350	5,672,566	45,950	1,343,372	4,063,173	126,917,953
School Education.										
Primary — Classes. I	4,808	97,872	1,938,648	305,586	883,098	134,075	1,417	31,474	56,068	3,453,046
II	2,466	35,493	687,710	87,188	274,870	65,646	895	13,237	16,813	1,184,318
III	2,515	27,628	523,854	59,830	185,256	12,286	830	10,140	10,964	833,303
IV	2,429	23,554	302,124	34,155	102,567	21,660	837	8,707	7,268	593,301
V	1,527	10,862	217,311	12,566	45,410	941	431	5,404	3,951	298,403
†Middle VI	1,740	8,334	144,222	5,415	34,058	4,924	951	4,811	1,193	205,648
VII	1,627	6,271	111,229	3,738	24,771	7,744	1,057	3,892	784	161,113
VIII	1,300	4,323	85,033	1,874	16,269	179	710	3,229	440	113,357
†High IX	781	3,122	57,815	1,004	10,480	113	810	1,960	232	76,317
X	555	2,117	48,178	794	8,431	147	630	1,476	141	62,469
..	296	1,380	38,267	454	4,010	91	553	11	81	46,043
..	39	263	8,515	60	1,260	..	596	8	40	10,781
TOTALS .	20,083	221,219	4,252,906	512,664	1,591,380	247,806	9,717	84,349	97,975	7,038,099
University and Intermediate Education.										
Intermediate classes. 1st year	86	653	12,813	165	1,890	161	275	270	114	16,427
2nd year	61	448	10,604	112	1,627	83	163	223	63	13,474
Degree classes . 3rd year	41	253	5,839	61	886	61	54	87	16	7,298
4th year	41	308	6,737	41	1,015	95	72	119	14	8,442
5th year	5	31	1,211	3	155	2	14	14	2	1,437
Post-graduate 6th year	7	16	1,036	..	118	4	12	16	2	1,211
classes. 7th year	..	..	5	..	..	..	..	..	..	5
Research Students—	..	2	259	..	16	..	1	..	..	278
TOTALS .	241	1,711	(a)38,996	382	5,707	406	591	729	211	‡48,974 (a)&(b)
No. of scholars in recognised institutions.	20,324	222,930	4,291,902	513,046	1,597,087	248,212	10,308	85,078	98,186	7,087,073
No. of scholars in unrecognised institutions.	20	5,170	160,420	14,682	166,626	206,933	196	4,640	1,666	560,353
GRAND TOTALS .	20,344	228,100	(a) 4,452,322	527,728	1,763,713	455,145	10,504	89,718	99,852	(a)&(b) 7,647,426

* See footnote on page 41.

† Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These lines could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.)

(a) Includes 380 and 22 scholars in the U. P. and Assam respectively reading in Oriental colleges.

(b) Excludes 158 scholars in the Punjab reading in Oriental college.

‡ Excludes 2,514 and 403 scholars reading in school stages in colleges in U. P. and Bangalore respectively.

§ Excludes 64 scholars reading purely classical languages.

§ Details exclude figures for Delhi, Ajmer-Merwara, Coorg and Bangalore, and also 21,453 persons not enumerated by religion in Burma.

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	*Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
TOTAL POPULATION§	88,979	1,357,150	65,347,066	13,622,979	28,242,922	5,815,386	42,279	1,019,979	4,064,010	120,185,934
School Education.										
Primary — Classes I	7,884	24,040	292,544	16,624	163,654	20,388	1,322	5,597	1,825	533,878
II	2,813	9,748	84,748	4,670	42,159	12,183	831	1,817	511	159,480
III	2,319	6,969	54,968	2,423	20,453	1,701	847	1,282	400	91,562
IV	2,645	6,062	31,775	1,376	7,156	2,740	721	913	275	53,661
V	1,537	5,158	14,333	560	2,440	174	380	554	133	25,260
† Middle — VI	1,802	3,485	6,148	310	7251	181	528	137	94	13,410
VII	1,758	2,430	3,321	97	291	202	357	79	72	8,607
VIII	937	1,550	1,529	37	154	26	252	73	39	4,597
† High — IX	517	794	642	5	27	79	171	12	24	2,271
X	406	530	529	..	23	40	158	10	24	1,720
..	148	315	290	2	15	1	78	..	16	865
..	8	64	162	..	4	..	58	..	6	302
TOTALS .	22,774	61,145	490,987	26,104	237,101	37,715	5,703	10,474	3,419	895,422
University and Intermediate Education.										
Intermediate classes. — 1st year	37	113	121	..	2	..	1	2	1	277
2nd year	25	101	95	1	2	..	1	5	..	230
Degree classes . 3rd year	14	60	46	..	..	..	..	..	..	120
4th year	11	38	34	..	3	..	..	..	..	86
5th year	..	1	..	..	1	..	..	..	..	2
Post-graduate — 6th year	..	..	..	..	..	..	..	..	..	..
classes. 7th year	..	..	..	..	..	..	..	..	..	..
Research Students—	..	..	..	..	..	..	..	..	..	..
TOTALS .	87	313	296	1	8	..	2	7	1	‡715
No. of scholars in recognised institutions.	22,861	61,458	491,283	26,105	2,37,109	37,715	5,705	10,481	3,420	896,137
No. of scholars in unrecognised institutions.	..	493	13,305	626	32,867	3,043	129	1,247	52	51,762
GRAND TOTALS .	22,861	61,951	504,588	26,731	269,976	40,758	5,834	11,728	3,472	947,899

* See footnote on page 41.
† *Vide* footnote on previous page.
‡ Excludes 57, 33 and 306 scholars reading in school stages in colleges in the United Provinces, the Punjab and Bangalore respectively.
§ Details exclude figures for Delhi, Ajmer-Merwara, Coorg and Bangalore as also 21,640 persons not enumerated by religion in Burma.

V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Higher castes.	*Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
Schools.										
Arts Schools	23	64	1,100	18	285	8	18	18	16	1,550
Law Schools	..	..	61	..	14	..	..	..	..	75
Medical Schools	54	273	3,826	16	645	89	2	196	5	5,106
Normal and Training Schools	1	2,131	12,975	761	4,001	835	..	246	373	21,323
Engineering and Surveying Schools.	20	31	976	36	137	43	2	23	50	1,318
Technical and Industrial Schools.	456	1,537	5,299	911	3,111	80	90	217	142	(a)13,302
Commercial Schools	355	501	5,296	16	444	319	272	18	61	(b)7,523
Agricultural Schools	1	43	212	6	51	..	..	..	1	314
Reformatory Schools	2	36	600	80	383	90	..	1	18	1,210
Schools for Defectives	22	232	317	9	55	12	9	23	7	691
Schools for Adults	..	475	11,798	5,345	25,770	307	6	1,374	693	45,768
Other Schools	10	334	20,893	1,072	34,779	6,688	66	12	285	73,139
Totals	944	5,707	72,353	8,270	69,675	8,471	465	2,133	1,651	(c)171,319
Colleges.										
Law	6	68	4,718	20	601	5	47	45	77	5,587
Medicine	58	194	3,169	32	411	17	171	112	6	4,170
Education	25	21	717	10	182	1	..	27	1	984
Engineering	84	33	894	1	51	..	40	3	..	(d)1,432
Agriculture	..	29	418	..	93	17	8	50	2	612
Commerce	4	27	631	1	47	2	65	4	3	784
Forestry	6	12	126	..	22	1	..	8	..	175
Veterinary Science	4	23	179	..	94	5	..	23	..	328
Totals	187	407	10,852	64	1,501	48	326	272	89	(d)14,072
Grand Totals	1,131	6,114	83,205	8,334	71,176	8,519	791	2,405	1,740	185,391 (c)&(d)

* See footnote on page 41.

(a) Detailed information of 1,400 Scholars in the U. P. not available.
(b) Detailed information of 241 Scholars in the U. P. not available.
(c) Detailed information of 1,650 Scholars in the U. P. not available.
(d) Detailed information of 326 Scholars in the U. P. not available.

V-B.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTALS.
			Higher castes.	*Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
Schools.										
Medical Schools	9	165	14	..	14	..	..	11	..	213
Normal and Training Schools	220	1,873	1,298	47	277	202	50	60	38	4,074
Technical and Industrial Schools.	53	1,974	508	37	31	37	..	..	2	2,749(a)
Commercial Schools	228	126	..	..	..	..	..	..	6	360
Agricultural Schools	..	73	..	..	..	..	..	..	2	75
Schools for Defectives	..	139	31	6	1	2	1	..	..	180
Schools for Adults	..	2	457	..	36	..	77	..	1	573
Other Schools	14	276	887	41	542	..	12	..	3	1,775
TOTALS	533	4,628	3,195	131	901	241	140	71	52	9,999(a)
Colleges.										
Medicine	..	10	30	..	4	..	..	9	1	54
Education	62	21	16	..	..	..	..	..	..	99
TOTALS	62	31	46	..	4	..	..	9	1	153
GRAND TOTALS	595	4,659	3,241	131	905	241	140	80	53	10,152(a)

N.B.—The following are included under the heading "Depressed classes:"—
Aboriginals, Hill tribes, Criminal tribes, untouchables, Jungle tribes and other backward races

(a) Detailed information of 107 scholars in the U. P. not available.

VI.—Teachers (Men and Women).

	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained teachers.	Grand totals of Teachers.
						Possessing a degree.		*Possessing no degree.*				
	A Degree	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government . .	2	349	1,027	915	33	..	5	344	972	2,326	1,321	3,647
Local Board and Municipal.	..	347	31,751	33,288	337	281	31	6,962	32,636	65,723	39,910	105,633
Aided . . .	17	997	16,286	16,483	1,564	86	82	33,398	60,835	35,347	94,401	129,748
Unaided . . .	..	32	888	930	56	..	3	4,445	10,100	1,906	14,548	16,454
Totals .	19	1,725	49,952	51,616	1,990	367	121	45,149	104,543	105,302	150,180	255,482
Middle Schools.												
Government . .	43	470	494	83	22	9	45	88	395	1,112	537	1,649
Local Board and Municipal.	134	746	8,524	674	113	71	72	761	2,200	10,191	3,104	13,295
Aided	156	1,244	3,747	853	592	164	286	4,555	5,603	6,592	10,608	17,200
Unaided . . .	20	76	714	80	14	59	55	1,326	978	904	2,413	3,317
Totals .	353	2,536	13,479	1,690	741	303	458	6,730	9,171	18,799	16,662	35,461
High Schools.												
Government . .	1,453	1,068	606	23	123	292	383	453	879	3,273	2,007	5,280
Local Board and Municipal.	455	728	233	40	231	181	125	200	420	1,687	856	2,543
Aided	1,824	2,519	2,056	272	592	1,448	1,926	2,871	4,668	7,263	10,913	18,176
Unaided . . .	120	96	546	28	5	213	891	2,656	1,843	795	6,603	7,398
Totals .	3,852	4,411	3,441	363	951	3,064	3,325	6,180	7,810	18,018	20,379	33,397
Grand Totals .	4,224	8,672	66,872	(a) 53,665	3,682	3,734	3,904	(b) 58,046	(c) 121,506	(a) 137,115	(d) 187,190	(e) 324,305

(a) Excludes 4 teachers in Primary Unaided Schools in Bangalore.
(b) Excludes 13 teachers in Primary Unaided Schools in Bangalore.
(c) Excludes 18 teachers in Primary Unaided Schools in Bangalore.
(d) Excludes 31 teachers in Primary Unaided Schools in Bangalore.
(e) Excludes 35 teachers in Primary Unaided Schools in Bangalore

VII.—European Education.

Total European population	Male	146,966	Percentage to European population of those at school.		
	Female	86,139	Males.	Females.	Total.
	TOTAL	233,105	16·55	26·81	20·34

	Institutions.	Scholars on roll on March 1st.	Average daily attendance.	Number of females in institutions for males and *vice versa*.	TEACHERS.		EXPENDITURE FROM				Total expenditure.
					Trained.	Untrained.	Govt. funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	1	452	426	..	18	4	19,300	..	14,297	19,304	52,901
Training Colleges	1	22	16	..	1	1	14,746	..	..	9,458	24,204
High Schools	73	13,820	12,481	746	499	369	10,99,104	3,717	9,60,546	5,25,176	25,88,543
Middle Schools	43	4,208	3,567	1,206	152	131	1,82,814	1,221	1,33,384	1,32,834	4,50,253
Primary Schools	47	3,051	2,588	1,033	104	67	87,243	2,912	65,252	88,832	2,44,239
Training Schools	..	..	..	..	..	..	1,845	..	..	..	1,845
Technical and Industrial Schools.	3	446	363	..	4	14	46,067	..	16,072	1,062	63,201
Commercial Schools	1	22	22	..	..	1	..	..	..	..	..
Other Schools	1	11	10	5	..	4	15,633	..	907	1,467	18,097
TOTALS	170	22,032	19,473	2,990	778	591	14,66,752	7,850	11,90,548	7,78,133	34,43,283
Institutions for Females.											
Arts Colleges	1	317	280	..	14	4	12,711	..	10,932	5,987	29,630
Training Colleges	2	51	52	..	6	1	26,397	..	3,492	3,801	33,690
High Schools	101	15,627	14,423	2,557	696	533	9,62,321	50,961	8,57,354	2,89,005	21,59,641
Middle Schools	65	6,085	5,069	1,754	256	174	2,91,328	2,709	1,79,579	2,59,226	7,32,842
Primary Schools	58	2,887	2,350	963	100	86	98,331	1,466	63,934	89,419	2,53,150
Training Schools	9	149	124	..	26	7	43,280	..	15,306	12,570	71,156
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	5	245	158	..	5	13	3,620	2,937	6,574	2,238	15,369
Other Schools	1	14	14	..	..	1	12,003	..	128	3,826	15,957
TOTALS	242	25,375	22,470	5,274	1,103	819	14,49,991	58,073	11,37,299	6,66,072	33,11,435
GRAND TOTALS FOR INSTITUTIONS	412	47,407	41,943	..	1,881	1,410	29,16,743	65,923	23,27,847	14,44,205	67,54,718
Inspection							1,26,715	..	..	..	1,26,715
Buildings, etc.							5,41,252	..	2,06,647	7,34,476	14,82,375
Miscellaneous							11,82,503	5,368	23,10,422	16,42,290	51,40,583
TOTALS							18,50,470	5,368	25,17,069	23,76,766	67,49,673
GRAND TOTALS							47,67,213	71,291	48,44,916	38,20,971	1,35,04,391

Expenditure on Buildings includes Rs. 1,79,142 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

Hostel charges, scholarships and other contingent charges.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
Degree Examinations.	1	2	3	4	5	6	7	8	9	10	11	12
Arts and Science.												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	..	7	7	..	4	4	..	..	..	..	..	..
D. Sc.	..	6	6	..	5	5	..	..	..	..	..	..
M. A.	859	315	1,174	626	172	798	13	10	23	9	6	15
M. Sc.	220	18	238	157	9	166	1	..	1	1	..	1
B. A. (Honours)	1,040	128	1,168	736	75	811	38	9	47	31	6	37
B. Sc. (Honours)	276	32	308	135	17	152	..	..	..	..	..	..
B. A. (Pass)	4,706	4,477	9,183	2,917	1,770	4,687	70	74	144	58	42	100
B. Sc. (Pass)	1,014	102	1,116	702	60	762	5	..	5	3	..	3
Law.												
Master of Law	..	34	34	..	12	12	..	..	..	..	..	..
Bachelor of Law	3,060	285	3,345	1,715	180	1,895	..	..	..	..	..	..
Medicine.												
M. D.	5	..	5	1	..	1	..	..	..	..	..	..
M. B., B. S.	811	24	835	361	8	369	21	..	21	12	..	12
L. M. S. (Bombay)	..	19	19	..	10	10	..	..	..	..	..	..
M. C. P. & S. (Bombay)	1	2	3	..	1	1	..	..	..	..	..	..
M. S. F. M. (Calcutta)	24	..	24	9	..	9	..	..	..	..	..	..
M. S.	3	..	3	1	..	1	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	7	..	7	2	..	2	..	..	..	..	..	..
D. P. H.	1	15	16	..	6	6	..	..	..	..	..	..
B. Sc. (Sanitary)	8	..	8	6	..	6	..	..	..	..	..	..
D. T. M. (Calcutta)	15	19	34	11	8	19	..	..	..	..	..	..
Engineering.												
Bachelor of C. E.	147	..	147	98	..	98	..	..	..	..	..	..
Bachelor of M. E.	57	..	57	32	..	32	..	..	..	..	..	..
Education.												
B. E., B. T. & L. T.	469	265	734	417	182	599	47	6	53	42	3	45
Commerce.												
Bachelor of Commerce	92	..	92	60	..	60	..	..	..	..	..	..
Agriculture.												
Master of Agriculture	..	1	1	..	1	1	..	..	..	..	..	..
Bachelor of Agriculture.	85	3	88	67	3	70	..	..	..	..	..	..

* *i.e.*, appearing from a recognised institution.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	7,148	7,733	14,881	4,022	2,566	6,588	226	236	462	148	100	248
Intermediate in Science.	4,756	315	5,071	3,034	176	3,210	31	6	37	19	3	22
Licentiate of Civil Engineering	24	..	24	17	..	17	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	414	158	572	336	86	422	51	3	54	35	2	37
Intermediate or Diploma in Commerce.	286	8	294	152	2	154	1	..	1	1	..	1
Licentiate of Agriculture	45	..	45	40	..	40	..	..	..	..	..	..
Veterinary Examinations.	215	..	215	164	..	164	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
(*a*) *On completion of High School course.*												
Matriculation . .	34,497	2,210	36,707	23,586	1,115	24,701	416	56	472	294	37	331
School Final etc. .	20,277	731	21,008	15,344	435	15,779	358	4	362	291	3	294
European High School	344	5	349	219	1	220	286	1	287	199	..	199
Cambridge Senior .	333	66	399	194	7	201	209	7	216	103	3	106
(*b*) *On completion of Middle School course.*												
Cambridge Junior .	524	1	525	369	1	370	341	..	341	192	..	192
European Middle .	537	..	537	284	..	284	415	..	415	279	..	279
Anglo-Vernacular Middle	50,088	253	50,341	39,637	157	39,794	1,876	14	1,890	1,417	8	1,425
Vernacular Middle .	28,260	3,669	31,929	17,063	1,552	18,615	1,036	411	1,447	604	208	812
Vernacular High examination in Burma	59	137	196	49	59	108	28	9	37	28	4	32
(*c*) *On completion of Primary course.*												
Upper Primary .	147,488	517	148,005	107,709	382	108,091	7,832	92	7,924	5,699	71	5,770
Lower Primary .	285,470	859	286,329	152,926	603	153,529	20,452	74	20,526	14,617	50	14,667
(*d*) *On completion of Vocational course.*												
For teacher's certificates.	837	100	937	673	49	722	163	7	170	157	4	161
Vernacular, Higher	6,668	837	7,505	4,539	447	4,986	1,218	47	1,265	834	28	862
Vernacular, Lower	7,996	3,526	11,522	6,136	1,618	7,754	430	36	466	318	20	338
At Art Schools .	951	38	989	551	17	568	..	..	..	..	..	..
At Law Schools .	9	158	167	9	69	78	..	..	..	..	..	..
At Medical Schools .	969	32	1,001	580	16	596	42	..	42	19	..	19
At Engineering Schools	574	..	574	400	..	400	..	..	..	..	..	..
At Technical and Industrial Schools	1,490	4,406	5,896	1,201	1,911	3,112	31	746	777	21	427	448
At Commercial Schools	2,872	9,044	11,916	1,378	4,050	5,428	85	100	135	11	44	55
At Agricultural Schools	53	..	53	41	..	41	..	..	..	..	..	..
At other Schools .	6,268	760	7,028	4,158	403	4,561	1,165	15	1,180	919	8	927

* *i.e.*, appearing from a recognised institution.

SGPI—L—X-7-2—10-7-24—1,500.

BUREAU OF EDUCATION,

INDIA.

EDUCATION IN INDIA

IN

1923-24.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1926

135373

Government of India Publications are obtainable from the Government of India Central Publication Branch, 8, Hastings Street, Calcutta, and from the following Agents :—

EUROPE.

OFFICE OF THE HIGH COMMISSIONER FOR INDIA,
42, GROSVENOR GARDENS, LONDON, S.W. 1.
And at all Booksellers.

INDIA AND CEYLON.

Provincial Book Depôts :

MADRAS :—Office of the Superintendent, Government Press, Mount Road, Madras.
BOMBAY :—Office of the Superintendent of Government Printing and Stationery, Poona.
SIND :—Library attached to the Office of the Commissioner in Sind, Karachi.
BENGAL :—Office of the Bengal Secretariat Book Depôt, Writers' Buildings, Room No. I, Ground Floor, Calcutta.
UNITED PROVINCES OF AGRA AND OUDH :—Office of the Superintendent of Government Press, United Provinces of Agra and Oudh, Allahabad.
PUNJAB :—Office of the Superintendent Government Printing, Punjab, Lahore.
BURMA :—Office of the Superintendent, Government Printing, Burma, Rangoon.
CENTRAL PROVINCES AND BERAR :—Office of the Central Provinces Secretariat, Nagpur.
ASSAM :—Office of the Superintendent, Assam Secretariat Press.
BIHAR AND ORISSA :—Office of the Superintendent, Government Printing, Bihar and Orissa, P. O. Gulzarbagh, Patna.
COORG :—Office of the Chief Commissioner of Coorg, Bangalore.
NORTH-WEST FRONTIER PROVINCE :—Office of the Manager, Government Printing and Stationery, Peshawar.

Thacker, Spink & Co., Calcutta and Simla.
W. Newman & Co., Ltd., Calcutta.
R. Cambray & Co., Calcutta.
S. K. Lahiri & Co., Calcutta.
The Indian School Supply Depôt, 309, Bow Bazar Street, Calcutta, and 226, Nawabpur, Dacca.
Butterworth & Co. (India), Ltd., Calcutta.
Rai M. C. Sarcar Bahadur & Sons, 90/2A, Harrison Road, Calcutta.
The Weldon Library, 17, Park Street, Calcutta.
Standard Literature Company, Limited, Calcutta.
Association Press, Calcutta.
Chukerverty, Chatterjee & Co., Ltd., 13, College Square, Calcutta.
The Book Company, Calcutta.
Higginbotham & Co., Madras.
V. Kalyanarama Iyer & Co., Madras.
P. R. Rama Iyer & Co., Madras.
Rochouse and Sons, Madras.
Bright & Co., Trivandrum.
V. S. Swaminathan, Bookseller, West Tower Street, Madura.
Thacker & Co., Ltd., Bombay.
D. B. Taraporevala, Sons & Co., Bombay.
Sunder Pandurang, Bombay.
Ram Chandra Govind & Sons, Kalbadevi, Bombay.
N. M. Tripathi & Co., Booksellers, Princess Street, Kalbadevi Road, Bombay.
Proprietor, New Kitabkhana, Poona.
The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.
R. S. Gondhalekar's Book Depôt, Publisher and Bookseller, Budhwar Chawk, Poona City.
Managing Director, Co-operative Bookstall, Booksellers and Publishers, Poona City.
The Standard Bookstall, Karachi, Rawalpindi, Murree, Lahore, Peshawar and Quetta.
Karsandas Narandas & Sons, Surat.
Mangaldas & Sons, Booksellers and Publishers, Bhaga Talao, Surat.
A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.
N. B. Mathur, Supdt., Nazir Kanun Hind Press, Allahabad.
The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.
Ram Dayal Agarwala, 184, Katra, Allahabad.
Manager, Newal Kishore Press, Lucknow.
The Upper India Publishing House, Ltd., 41, Aminabad Park, Lucknow.
Munshi Seeta Ram, Managing Proprietor, Indian Army Book Depôt, Juhi, Cawnpore.
Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.
Rama Krishna & Sons, Booksellers, Anarkali, Lahore.
Puri Brothers, Booksellers and Publishers, Katcheri Road, Lahore.
The Tilak School Bookshop, Lahore.
Manager of the Imperial Book Depôt, 63, Chandney Chowk Street, Delhi.
Oxford Book and Stationery Company, Delhi.
Supdt., American Baptist Mission Press, Rangoon.
Proprietor, Rangoon Times Press, Rangoon.
The Modern Publishing House, Ltd., 30, Phayre Street, Rangoon.
The International Buddhist Book Depôt, Post Box No. 971, Rangoon.
Burma Book Club, Ltd., Rangoon.
Manager, the "Hitavada," Nagpur.
S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.
Times of Ceylon Co., Ltd.
The Manager, Ceylon Observer, Colombo.
The Manager, The Indian Book Shop, Benares City.
B. C. Basak, Esq., Proprietor, Albert Library, Dacca.
The Srivilliputtur Co-operative Trading Union Ltd., Srivilliputtur (Satur S. I. R.).
Banwari Lal, Esq., Pakariya Street, Pilibhit, United Provinces.
The Standard Book Depôt Lahore, Lucknow, Nainital, Mussoorie, Dalhousie, and Ambala Cantonment.

TABLE OF CONTENTS.

	PAGE.
PREFACE.	
I. General	1
II. Administration and Control	10
III. University Education	11
IV. Intermediate Education	19
V. Secondary Education	20
VI. Primary Education	25
VII. Female Education	34
VIII. Training of Teachers	37
IX. Other Professional and Technical Education	40
X. Education of Special Classes :—	
(*i*) Chiefs' Colleges and the Education of Chiefs and Nobles	41
(*ii*) European Education	44
(*iii*) Education of Muhammadans	46
(*iv*) Reformatory Schools	50
APPENDIX—	
General Educational Tables, 1923-24	51

PREFACE.

This report deals with education and educational statistics in India for the year 1923-24. Dealing as it does with education throughout the whole of British India and based in the main as it is upon the reports of provincial Directors of Public Instruction I have of necessity quoted freely and culled largely from their reports and wish here to acknowledge this fact. The form of tables of last year has been generally retained, but a new table has been inserted giving figures for the actual and for the percentage distribution of pupils throughout the various stages of education, primary, secondary, collegiate, etc., in the different provinces of India. More detailed reference has also been made to the problem of wastage in primary education due to the large number of children who in the primary stages do not receive annual promotion to a higher class.

I have changed the name of this report from 'Indian Education' to 'Education in India.' This title appears to be somewhat more appropriate in view of the fact that the former title might lead to the presumption that there is a uniform policy of education throughout all India. The problems of education in this vast continent are so many and so varied that they cannot, except on the very broadest lines, be treated uniformly; moreover the Indian constitution which makes education with minor exceptions a provincial subject, allows full play for the development of different educational policies in different provinces.

R. LITTLEHAILES,

Offg. Educational Commissioner

with the Government of India.

SIMLA,

21st October 1925.

EDUCATION IN INDIA

IN

1923-24.

I. General.

The marked recovery from the effects of the non-cooperation movement on attendance at schools and colleges in British India remarked upon in the report for 1922-23 has continued to such an extent that the effect of the movement on attendance in schools may be considered now as negligible.

Institutions and scholars.

Type of Institutions.	Institutions.		Scholars.	
	1923.	1924.	1923.	1924.
Arts colleges	174	170	52,639	57,360
Professional colleges	59	67	13,497	14,913
High schools	2,312	2,424	632,943	678,394
Middle schools	6,732	6,980	698,462	750,358
Primary schools	162,015	168,013	6,600,116	6,955,634
Special schools	5,720	6,617	181,318	217,349
Unrecognised institutions	33,660	34,860	612,115	642,651
Total	210,672	219,131	8,791,090	9,316,651

From the above table it will be noticed that the number of arts colleges has decreased by four but that there has been an increase under every other class of institution including institutions that are unrecognised. There has been a marked increase in the number of students and pupils in attendance. Institution.

The total number of institutions has increased in all provinces except Burma and in all minor administrations except Coorg and Bangalore. The decrease in Burma is mainly in lower primary

schools. The decline in pupils under instruction which was a marked feature of recent annual reports has, now, it is reported, been definitely arrested in Burma. Unrecognised institutions have increased on the whole, the increase being largest in Madras and in the Punjab where intensive efforts are being made to extend primary education. There has been a decrease in unrecognised institutions in Bombay, in Burma, and in Bihar and Orissa, although these decreases are, except in Burma, more than counterbalanced by an increase in the number of recognised institutions.

Pupils.

The number of pupils reading in recognised institutions has shown a marked increase throughout the whole of India. The number reading in unrecognised institutions has, however, diminished, largely in Burma and Bombay and to a smaller extent in the Central Provinces. On the whole there has been an increase in the number of scholars reading in all institutions throughout India except in Burma and in the Civil and Military station of Bangalore.

Excluding the minor administrations of Bangalore and Coorg the percentage of total scholars to population is largest in Bombay being 5·21 per cent., Madras coming second with 4·9 per cent. The percentage increase has been largest in Madras namely from 4·3 per cent. in 1923 to 4·9 per cent. in 1924. Among the larger provinces the greatest leeway has to be made up in the United Provinces and in the Central Provinces and Berar where the percentage of total scholars to population is only 2·53.

Expenditure.

Expenditure has increased by 87 lakhs of rupees the largest increase being in Madras which shows that 24 lakhs more were spent in the year under review than in the previous year. The Punjab shows a decreased expenditure of nearly five lakhs of rupees while smaller decreases are shown in the North West Frontier Province, Delhi, Assam and Coorg. The heavy hand of retrenchment was not lifted during the year from these administrations.

Policies.

The year under review takes us just beyond the close of the first triennium under the Reforms scheme under which education with minor exceptions is a provincial transferred subject administered by Governors acting with their Ministers of Education. It is observed that the influence of Legislative Councils in determining educational policy is becoming more and more marked year by year. This point will be touched upon more fully in the body of this review.

(i) *Number of Institutions.*

Province.	Recognised institutions.*			Unrecognised institutions.			Total of institutions.*		
	1924.	1923.	Increase or Decrease.	1924.	1923.	Increase or Decrease.	1924.	1923.	Increase or Decrease.
Madras	41,642	38,938	+2,704	3,222	2,308	+914	44,864	41,246	+3,618
Bombay	13,512	13,269	+243	1,542	1,692	—150	15,054	14,961	+93
Bengal	54,647	52,864	+1,783	1,352	1,298	+54	55,999	54,162	+1,837
United Provinces	19,452	18,873	+579	2,911	2,875	+36	22,363	21,748	+615
Punjab	9,721	8,699	+1,022	4,523	4,096	+432	14,249	12,795	+1,454
Burma	6,288	6,684	—396	18,351	18,472	—121	24,639	25,156	—517
Bihar and Orissa	27,803	26,663	+1,140	1,699	1,762	—63	29,502	28,425	+1,077
Central Provinces and Berar	4,917	4,889	+28	235	190	+45	5,152	5,079	+73
Assam	4,948	4,805	+143	262	251	+11	5,210	5,056	+154
North-West Frontier Province	662	667	—5	325	288	+37	987	955	+32
Coorg	110	110	..	11	16	—5	121	126	—5
Delhi	204	190	+14	84	84	..	288	274	+14
Ajmer-Merwara	184	180	+4	126	113	+13	310	293	+17
Baluchistan	86	84	+2	193	192	+1	279	276	+3
Bangalore	95	97	—2	19	23	—4	114	120	—6
India	184,271	177,012	+7,259	34,860	33,660	+1,200	219,131	210,672	+8,459

* In addition, there are 13 Universities which are not included in this table, and consequently University teaching classes are also not shown.

(ii) *Number of Scholars.*

Province.	In recognised institutions.			In unrecognised institutions.			In all institutions.			Percentage of total scholars to population.	
	1924.	1923.	Increase or Decrease.	1924.	1923.	Increase or Decrease.	1924.	1923.	Increase or Decrease.	1924.	1923.
Madras	1,980,605	1,847,833	+132,772	89,983	67,284	+22,699	2,070,588	1,915,117	+155,471	4·9	4·3
Bombay	947,051	911,652	+35,399	58,749	62,108	—3,359	1,005,800	973,760	+32,040	5·21	5·05
Bengal	2,009,827	1,906,225	+103,602	47,235	44,704	+2,531	2,057,062	1,950,929	+106,133	4·40	4·18
United Provinces	1,082,012	1,016,842	+65,170	68,750	64,109	+4,641	1,150,762	1,080,951	+69,811	2·53	2·38
Punjab	755,806	692,771	+63,035	86,100	84,207	+1,893	841,906	776,978	+64,928	4·07	3·75
Burma	345,741	344,690	+1,051	210,218	214,162	—3,944	555,959	558,852	—2,893	4·20	4·23
Bihar and Orissa	866,191	804,036	+62,155	41,589	39,990	+1,599	907,780	844,026	+63,754	2·66	2·48
Central Provinces and Berar	345,447	332,130	+13,317	7,693	7,920	—227	353,140	340,050	+13,090	2·53	2·44
Assam	237,353	221,882	+15,471	9,473	7,894	+1,579	246,826	229,776	+17,050	3·2	3·02
North-West Frontier Province	50,190	50,158	+32	7,707	6,245	+1,462	57,897	56,403	+1,494	2·6	2·5
Coorg	8,405	8,155	+250	368	299	+69	8,773	8,454	+319	5·35	5·16
Delhi	17,750	15,943	+1,807	5,971	4,620	+1,351	23,721	20,563	+3,158	4·8	4·2
Ajmer-Merwara	11,126	10,620	+506	5,097	5,033	+64	16,223	15,653	+570	3·3	3·18
Baluchistan	4,989	4,559	+430	2,836	2,621	+215	7,825	7,180	+645	1·9	1·71
Bangalore	11,510	11,479	+31	852	919	—37	12,392	12,398	—6	10·5	10·5
India	8,674,003	8,178,975	+495,028	642,651	612,115	+30,536	9,316,654	8,791,090	+525,564	3·77	3·48

N.B —Scholars in teaching Universities and other University classes are included in this table.

(iii) *Distribution of Scholars in Recognised Institutions.*

Province.	Number of Scholars in Institutions for Males, 1924.							Number of Scholars in Institutions for Females, 1924.						
	Arts Colleges.*	Professional Colleges.*	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.	Arts Colleges*	Professional Colleges*	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.
Madras . .	9,177	2,279	130,109	28,600	1,580,197	18,122	1,768,484	390	34	10,953	6,298	191,495	2,951	212,121
Bombay .	5,896	2,712	54,238	18,593	723,424	17,142	821,995	..	..	8,480	2,801	111,797	1,969	125,056
Bengal . .	22,641	5,918	210,743	126,251	1,256,209	80,917	1,702,679	248	27	7,625	7,562	290,193	1,493	307,148
United Provinces	4,956	2,248	52,781	54,682	886,202	14,261	1,015,130	50	..	3,633	15,069	47,579	501	66,832
Punjab . .	5,527	1,641	95,811	188,885	351,446	46,933	690,243	96	30	2,448	11,579	50,426	984	65,563
Burma . .	871	155	28,543	108,387	150,276	10,270	298,502	..	..	5,744	13,943	27,013	539	47,239
Bihar and Orissa	2,600	534	30,048	39,002	715,331	13,596	801,111	8	..	753	3,111	60,308	900	65,080
Central Provinces and Berar.	1,022	344	3,861	69,560	243,588	2,433	320,808	..	..	152	4,292	19,635	560	24,639
Assam . .	1,027	83	12,609	24,797	180,517	3,048	222,081	..	..	643	3,058	11,525	46	15,272
North-West Frontier Province.	308	21	7,709	12,876	24,058	63	45,035	..	..	..	1,298	3,857	..	5,155
Coorg . .	..	..	761	..	6,750	..	7,511	..	..	147	..	747	..	894
Delhi .	848	..	3,552	3,724	6,847	209	15,180	..	93†	497	1,213	740	27	2,570
Ajmer-Merwara	101	..	2,291	628	6,633	172	9,820	..	..	211	619	469	7	1,306
Baluchistan .	..	..	1,302	1,051	1,807	9	4,169	..	..	..	623	197	..	820
Bangalore .	77	..	1,820	921	4,302	85	7,205	311	..	871	950	2,066	107	4,305
India .	55,051	15,935	636,178	677,942	6,137,587	207,260	7,729,953	1,103	184	42,216	72,416	818,047	10,084	944,050

* Includes scholars in teaching Universities.

† Includes 35 scholars in *arts & science* classes.

(iv) *Expenditure on Education.*

Province.	Total Expenditure.			Percentage of expenditure from				Average annual cost per scholar				
	1924.	1923.	Increase or Decrease.	Govt. Funds.	Board Funds.	Fees.	Other sources	to Govt. Funds.	to Board Funds.	to Fees.	to Other Sources.	Total cost.
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras . . .	3,70,00,501	3,45,77,486	+24,23,015	45·17	10·09	21·36	22·48	8 7 0	2 0 10	3 15 10	4 3 2	18 10 10
Bombay . . .	3,28,03,286	3,11,80,382	+16,22,904	57·8	14·1	16·5	11·6	21 0 0	5 0 0	6 0 0	4 0 0	36 0 0
Bengal . . .	3,44,48,307	3,31,42,296	+13,06,011	37·7	5·3	40·7	16·3	6 5 2	0 14 3	6 13 0	2 11 6	16 11 11
United Provinces .	3,01,50,957	2,91,44,794	+10,06,163	53·92	13·34	12·02	19·82	15 0 5	3 11 6	3 9 7	5 8 4	27 13 10
Punjab . . .	2,15,53,875	2,20,38,296	—4,84,421	52·50	14·16	20·49	12·85	14 15 7	4 0 8	5 13 5	3 10 7	28 8 3
Burma . . .	1,35,41,419	1,16,50,220	+18,91,199	47·32	17·41	20·98	14·29	11 8 5	4 3 10	5 1 9	3 7 8	24 5 8
Bihar and Orissa .	1,20,73,129	1,11,03,490	+9,69,639	38·69	23·13	21·37	16·81	3 0 0	2 11 6	2 11 1	1 11 11	10 2 6
Central Provinces and Berar.	88,35,773	85,83,000	+2,52,773	60·01	22·10	9·74	8·15	11 7 10	4 1 1	1 14 0	1 8 2	18 15 1
Assam . . .	37,23,147	37,96,457	—73,310	60·1	12·9	17·1	9·9	9 6 5	2 0 0	2 11 2	1 8 0	15 9 7
North-West Frontier Province.	16,60,159	18,06,414	—1,46,255	63·0	12·2	9·8	15·0	21 10 4	4 2 11	3 5 6	5 2 5	34 5 2
Coorg . .	1,84,296	1,93,420	—9,124	50·35	23·32	22·12	4·21	12 5 8	5 11 6	5 6 8	1 0 6	24 8 4
Delhi . .	14,57,353	15,79,670	—1,22,317	50·0	9·3	13·8	26·9	32 2 5	8 12 1	12 5 0	14 10 8	68 1 1
Ajmer-Merwara. . ..	5,65,612	5,36,890	+28,722	42·02	7·65	19·29	31·04	21 6 4	3 14 5	9 12 10	15 12 10	50 14 5
Baluchistan . .	3,35,481	3,14,395	+21,086	59·84	14·44	14·29	11·43	40 4 0	9 11 0	9 10 0	7 11 0	67 4 0
Bangalore . . .	7,77,896	7,56,825	+21,070	38·6	4·1	30·9	26·4	24 4 0	2 9 1	19 6 8	16 8 8	62 12 5
India . .	19,91,11,191	19,04,04,036	+87,07,155	48·9	12·9	21·8	16·4	10 7 5	2 12 1	4 10 5	3 8 0	21 5 6

Statistical distribution of scholars.

The table on the adjoining page showing for each province and administration the number and percentage distribution of scholars under instruction in arts colleges, in each section of schools for general education (high, middle and primary), in technical and other special schools, in professional colleges and in unrecognised institutions has been drawn up for the first time this year. It was prepared with an eye to a consideration of the question of unemployment among graduates with the object of ascertaining *inter alia* how far each province has statistically an excessively large number of students in the higher classes especially in the university classes compared with the number of pupils in the lower classes, of ascertaining in fact how top heavy the educational system of any province might have become. The number of pupils being educated in a professional or technical institution may also be compared in the different provinces and administrations by the aid of this table, which does not however show what fcailities exist for professional and technical education and whether full advantage is being taken of the existing provision in each province.

It will be observed that, excluding Delhi the conditions in which are exceptional, Bengal has a larger number of students reading in colleges, both arts and professional, than has any other province or administration in India as compared with the numbers reading in schools. Another outstanding feature is the large number of unrecognised institutions in Burma and in Baluchistan. The case of Burma is peculiar owing to the system of monastic education which obtains there; most of the schools in which a monastic education is given are shown under unrecognised institutions. The large figure for Baluchistan is partly accounted for by the fact that it is only within recent years that the oriental system of education has been supplemented by occidental methods; time is needed to bring the teachers and managers of indigenous schools to accept modern western ideas of education. The Punjab leads the way in the percentage distribution of its scholars reading in technical and other special schools; the large majority are reading in schools for adults.

Of the nine major provinces, five have eleven classes in their system for general school education, three have twelve classes and one has ten classes. In three provinces the primary section has four classes, in four provinces it has five, while in the other two it has six classes; in two provinces the middle sections have two classes, in four provinces they have three classes while in three provinces they have four sections, while the high school sections have two, three or four classes, the numbers varying in the different provinces. These facts must be borne in mind in endeavouring to draw conclusions from comparisons between province and province of the percentage number of pupils reading in the various sections, high, middle or primary, of a school for general education. The table gives, however, a general idea of the distribution of pupils although a comparison of the percentage figures, as they stand,

cannot be used, especially in the various sections of schools for general education, for purposes of strict statistical analysis without weighing these figures against the number of classes in each section.

One fact, however, stands out prominently, it is that in the United Provinces the number of university students reading in arts and professional colleges nearly approaches the number of pupils reading in the high school classes (88 to 114), a remarkable educational phenomenon, even allowing for the fact that the high sections of the schools have only two classes. It is in part explained by the presence in the United Provinces, at Aligarh and Benares, of the only two all-India denominational universities, in addition to the affiliating university of Allahabad, and the residential university of Lucknow

Scholars by standard of education in Institutions for Males, 1923-24.

Province.	Number of scholars under instruction in								Percentage of scholars under instruction in						
	(a) Arts Colleges.*	Schools for General Education.			Technical and other Special Schools.	Professional Colleges.*	Unrecognised Institutions.	Total.	(a) Arts Colleges.*	Schools for General Education.			Technical and other Special Schools.	Professional Colleges.*	Unrecognised Institutions.
		High classes.	Middle classes.	Primary classes.						High classes.	Middle classes.	Primary classes.			
Madras	(VI) 9,177	(III) 42,433	(III) 79,933	(V) 1,616,540	18,122	2,279	87,703	1,856,277	0·49	2·29	4·31	87·09	0·98	0·12	4·72
Bombay	(VII) 5,896	(III) 30,852	(III) 100,043	(V) 665,350	17,142	2,712	51,078	873,073	0·68	3·53	11·46	76·21	1·96	0·31	5·85
Bengal	(VI) 22,641	(IV) 98,545	(II) 82,973	(V) 1,411,685	80,917	5,918	40,347	1,743,026	1·30	5·65	4·77	80·99	4·64	0·34	2·31
United Provinces	(VII) 7,182	(II) 12,349	(IV) 77,214	(VI) 901,755	14,261	2,218	66,046	1,081,055†	0·67	1·14	7·14	83·41	1·32	0·21	5·11
Punjab	(VI) 5,527‡	(II) 22,255	(IV) 103,503	(IV) 510,384	46,033	1,641	56,504	746,747	0·74	2·98	13·86	68·35	6·28	0·22	7·57
Burma¶	(VI) 871	(III) 3,922	(III) 25,183	(IV) 258,101	10,270	155	207,658	506,160	0·17	0·77	4·98	50·99	2·03	0·03	41·03
Bihar and Orissa	(VII) 2,600	(IV) 17,019	(II) 18,506	(VI) 748,856	13,596	534	39,430	840,541	0·31	2·03	2·20	89·01	1·62	0·06	4·69
Central Provinces and Berar	(VI) 1,022	(III) 3,861	(IV) 24,894	(V) 288,254	2,433	344	7,119	327,927	0·31	1·18	7·59	87·90	0·74	0·11	21 7
Assam	(VI) 1,027§	(IV) 6,398	(III) 11,346	(IV) 200,179	3,048	83	9,205	231,286	0·44	2·77	4·91	86·55	1·32	0·03	3·98
North-West Frontier Province	(IV) 309	(II) 1,173	(IV) 7,503	(IV) 35,964	63	21	7,129	52,164	0·59	2·25	14·39	68·94	0·12	0·04	13·67
Coorg	...	(III) 233	(III) 687	(V) 6,591	...	...	368	7,879	...	2·96	8·72	83·65	...	...	4·67
Delhi	(VI) 848	(II) 1,281	(IV) 3,052	(IV) 9,790	209	...	4,952	20,132	4·21	6·36	15·16	48·63	1·04	...	24·60
Ajmer-Merwara	(IV) 101	(II) 218	(II) 1,628	(VI) 7,701	172	...	3,093	13,813	0·73	1·58	11·79	55·75	1·24	...	28 91
Baluchistan	..	(II) 179	(IV) 803	(IV) 3,178	9	...	2,836	7,005	...	2·56	11·46	45 37	0·13	...	40 48
Bangalore	(II) 77	(III) 485	(III) 958	(V) 5,600	85	...	777	7,982	0·96	6·08	12·00	70·16	1·07	...	9·73
India	57,277	241,203	538,229	6,669,928	207,260	15,936‖	585,235	8,315,067†	0·69	2·90	6·47	80·22	2·49	0·19	7·04

Note.—The Roman figures (within brackets) indicate the number of classes in the stages or departments concerned.
(a) Intermediate, degree, post-graduate and research classes in Arts and Science (including Oriental studies).
* Includes scholars in University classes.
† Excludes 121 scholars in *Schools for General Education* whose class distribution is not available.
¶ *N.B.*—The case of Burma is peculiar owing to the vast system of *Monastic* education which obtains there. Most of the monastic schools are shown under "Unrecognised Institutions".
‡ Includes 157 scholars in the Oriental College, Lahore.
§ Includes 19 scholars in an Oriental College.
‖ Excludes 19 scholars in an Oriental College in Assam who are shown under Arts Colleges.

II. Administration and Control.

Local Bodies and other Agencies.

In Assam the great majority of the boards were oppressed by the extent of their responsibilities, which they seek to lessen rather than to increase. Their small annual increase of income does not suffice to enable them to meet all their responsibilities. It is quite beyond them to develop their schools to take over privately managed schools and to open new schools so as to meet the increasing demand for education. In the same province rules under the Municipal Act were framed and issued so that the Departmental inspectors of schools are now in the position of being advisers to local bodies. School committees have been unwilling to help themselves financially by increasing the rates of fees levied. In the Punjab the funds released by the provincialisation of certain high schools together with Government grants have not been entirely devoted, as was intended, to the expansion of vernacular education. Uneconomical small schools have been closed but this closing has not been accompanied by the opening of schools in other localities where they are needed. Municipalities have followed a similar course. In Burma the two secondary school boards assumed responsibility for conducting public school examinations and are consulted on all matters affecting the schools. In the Central Provinces four District Councils were vested with the power of inspection of their schools as an experimental measure, the Government Deputy Inspectors with their staffs being transferred to the service of the Councils subsidies being granted to cover the cost of the salaries of the Deputy Inspectors and their establishments. The High School Education Act was put into operation in August and the High School Board was constituted shortly afterwards. It is noticeable that missonary societies, once in the forefront of education, are not extending their activities in the same degree as formerly. This is largely due to restriction of funds from abroad due to financial stress which has reduced the resources of the parent societies. In Bihar and Orissa the Lutheran Mission in Chota Nagpur has had to close 46 primary schools owing to a falling off in the funds which the Mission receives from America. The various Christian Missions in Bengal are reported to have rendered valuable service in the promotion and advancement of education, especially that of girls and of backward classes.

Inspection.

In Assam some sanctioned educational posts were held in abeyance with the result that there was difficulty in carrying on the work of inspection. The Director considers that very early opportunity should be taken to post officers to the vacant appointments. In Bihar and Orissa the strain of work in the offices of the Inspectors and District Inspectors remained great. In the North-West Frontier Province the difficulty of carrrying out the work of inspection with a small staff has been accentuated. In Madras with effect from April 1923 Coorg and Bangalore were separated educationally from the Presidency of Madras, the Director of Public Instruction in Madras being no longer required to act as Educational Adviser to the Commissioner of Coorg. The Women's inspection branch

was strengthened during the year. In Burma the transfer of control of vernacular education to local bodies affected the work and position of inspecting officers of all grades. Inspectors of Circles in the same province and their headquarters were changed in accordance with the redistribution of Commissioners' Divisions. In the Punjab an important factor in the correlation of effort in the department was an Inspectors' Conference which was held in April 1923. The Inspectors' Conference was supplemented by divisional conferences held subsequently. Considerable additional powers were delegated to divisional inspectors as well as to heads of colleges with a view of decentralisation with a resultant limitation of references to headquarters. In the same province there is a general complaint by inspectors of the insufficiency of the allotment for travelling allowance rendering the valuable experience of inspecting officers unable to be used to its fullest extent.

In Burma the Director of Public Instruction was for two months made Secretary to Government in the Educational Department. For a month and a half he was made Deputy Secretary after which the experiment was abandoned.

Economy was practised in Assam, the Punjab and Madras by holding posts in abeyance or by not filling vacated posts. Bengal reports the abolition of a number of posts, in consonance with their scheme for retrenchment of educational expenditure. In Bombay retrenchment chiefly in training institutions was a noticeable feature of the year. Economy.

III. University Education.

There was a large increase in enrolment in the University classes which has resulted in excessive pressure on the existing accommodation. The University has established a training college for teachers and awarded for the first time degrees in teaching. Aligarh Muslim University.

In this University 300 out of a total of 900 students belong to the Law Faculty—an indication of the overwhelming preponderance of students studying law, the profession which is most favoured by University students in this country. The teaching staff of the University was strengthened by appointments for the study of Physics, Commerce, Sanskrit, Arabic and Persian. The two principal vernaculars in the United Provinces, namely Urdu and Hindi, have been recognised as independent subjects of study in the Degree courses of the University. The two platoons sanctioned for the Allahabad Detachment of the University Training Corps did good work during the season. The Vice Chancellor notices two disturbing elements in the life of the University, (*i*) the complicated constitution which keeps the minds of the teachers so engaged in the technicalities of meetings of University bodies that they have insufficient time left for their primary duties of teaching; and (*ii*) the absence of a permanent endowment which exposes the University to the danger of being obliged to curtail its activities as the result of an adverse vote in the Legislative Council. With Allahabad University.

effect from August 1923—the date of the establishment of the Nagpur University—the educational institutions of the Central Provinces and Berar severed their long connection with the Allahabad University.

Benares Hindu University.

In Benares a Bachelor of Science degree in Mining and Metallurgy and an M.A. degree in Ancient Indian History and Culture were instituted, civics was introduced as an optional subject for the Intermediate examination, the Ayurvedic Department was strengthened by additional staff, a Law College was started and a University Training Corps composed of two platoons was enrolled, its recruits receiving regular training.

Bombay University.

In Bombay owing to the feeling that that Presidency was not progressing as rapidly as some of the other provinces in India in the matter of University education Government had under consideration the appointment of a committee of influential educationists to take stock of the situation and to suggest reforms in the constitution and functions of the University. During the year the courses in Science, Medicine and Engineering were thoroughly revised, the courses in medicine being considered with a view to bring them, consistently with Indian conditions, into line with the requirements of the General Medical Council of Great Britain. The Intermediate Science examination has now been made the entrance test for the Engineering and Medical colleges so that these colleges are no longer required to teach pure science, provision for this work being made entirely in the Arts colleges. The length of the Engineering course has been increased from four to five years, namely, two years in an Arts college for the Intermediate Science course and three years in an Engineering college. A revised scheme of post graduate study, whereby the University undertakes the organisation of post graduate work in Bombay in certain subjects, was under consideration during the year and finally approved by the Senate of the University. The Sydenham College of Commerce and Economics is most popular. The number of students for admission being nearly four times the number of seats available. The Principal reports that most of the graduates from the College have obtained good positions in banks and commercial firms and in the Income Tax Department, and that some of them are holding responsible positions, for example, as agents of branches of the Imperial Bank of India. A degree of Master of Commerce has recently been instituted by the University and this will give a stimulus to post-graduate study and research in commerce and economics. The staff of the Royal Institute of Science has been strengthened so that the Institute has now an adequate staff based on the requirements of research and not on those of mere teaching. The Institute is well on its way to fulfil the purpose for which it was founded. All colleges in Bombay show an increase in the numbers on the roll. The rate of increase is considerably higher than the rate in the other classes of educational institutions in the Presidency. The difficulties of developing the tutorial system in view of the

large classes in most of the colleges are emphasised by college principals. Bombay reports that the influence of violent political agitation is losing its effect and that the students are settling down to the more sober conditions of pre-war days. While discipline is reported to be satisfactory one well-known educationist and politician writes that it will take some time for the old atmosphere of hard study and hard play to be re-established. There is still too much wasting of time on trifles or on profitless discussions, but public opinion is reasserting itself and it is beginning to be recognised that the proper duty of students in colleges is the acquisition of sound knowledge and the development of character.

Calcutta University.

The long deferred reconstitution of the Calcutta University on the basis of the recommendations made by the Sadler Commission is still receiving the attention of the Government of Bengal. It was not found possible during the period under review to legislate, considerable divergence of view existing between Government and the authorities of the University. A resolution was moved and carried unanimously in the Assam Legislative Council—Assam has no university of its own, its students proceed mostly to the Calcutta University—in favour of action to secure the adequate representation of the province on the Councils of the University. Apart from the larger issues raised by the proposed legislation concerning the University of Calcutta the Government of Assam have been in correspondence with the Government of Bengal in regard to a revisal of the regulations for the Matriculation examination of this University with the object of giving a more prominent place to vernaculars and to practical work in secondary education. A policy which enables a university located in one province strongly to influence the trend of events in secondary education in another province is open to many and obvious objections; it may also prove indirectly advantageous to the smaller province in some respects.

Dacca University.

There is nothing of importance reported from Dacca. It is observed, however, that a number of Assam students proceed to Dacca for advanced study and that they are warm in their appreciation of the methods of this University and of the stimulus which study at Dacca receives from the close association of the students with the teachers of their subjects.

Calcutta and Dacca Universities.

Government established a permanent advisory committee consisting of seventeen members to act as an advisory body to them in their higher educational policy. The main duties of the Committee may be summarised as follows:—to co-ordinate the work of the two universities of Bengal; namely Calcutta and Dacca; to see that all unnecessary duplication in the work of the universities is avoided; and to ensure that all available resources are distributed between the two universities in some equitable ratio. The Committee held its first meeting towards the end of the year. In some colleges the rates of fees have been enhanced and in others, the question of their enhancement is under consideration. The cost of education has greatly increased in recent years and fees cannot remain stationary in Government colleges without depressing the

financial condition of the non-Government colleges which depend largely on fees, and which cannot easily charges a higher rate than is charged in Government colleges.

The belief in Bengal tends to increase that literary education has no market value. Weight is not attached to the cultural value of a University education by a large majority of parents and students and the reaction against a literary education is throwing large numbers into the Science courses. The prevailing dissatisfaction with literary studies is really, though disguised as a demand for science, an expression of dissatisfaction with the existing university system. It is a demand for good schools for the transformation of the colleges, especially in the Intermediate stage, into places of sound education, and for the modification of the educational system in the light of ascertained needs and existing realities. The Province of Assam reports that it cannot provide employment for all persons who take up a university course of study and that the situation grows more serious every year; one officer mentions that a graduate will accept an officiating post as teacher in a village primary school on Rs. 12 per month. Matriculates, Intermediate passed men and graduates seek employment in vain; they remain unemployed and create discontent with the educational scheme which has brought them to their present position. A Committee has been appointed in Bengal to advise on this matter of unemployment among the educated classes; the purely utilitarian outlook on a university education that is so prevalent, and the standards set up as university standards are two cardinal points that would appear to require review.

Delhi University.

The Delhi University Act came into force on the 1st May 1922 and the constitution of the University was completed during the year under review. It started functioning with two Faculties—a Faculty of Arts and a Faculty of Science—and with three recognised colleges which were all aided institutions. The year under report was one of continuous development. The University passed a statute providing for the institution of a Faculty of Law and took charge of the science teaching of the degree classes appointing readers in Physics and in Chemistry. It approved of three new institutions for recognition as intermediate colleges and started a university library. The total number of students rose from 800 to 860. Government's approval was obtained to the establishment of a University Training Corps. The Headquarters of the University were located in a rented building. The University received a grant from Central Revenues but the financial support given to it by the public was not very encouraging.

Lucknow University.

More than one-fourth of the total number (943) of students belonged to the Faculty of Law while more than one-fifth were reading medicine. A Committee to consider the question of research work in indigenous drugs was appointed and the scheme prepared by the Committee has been referred to the Faculties of Science and Medicine. The teaching staff was strengthened by the appointment of a Lecturer in Political Science.

Madras University.

While the new Madras University Act came into force in May 1923, the Senate, the Academic Council, the Council of Affiliated colleges and the Syndicate under the new Act began to function only in March 1924, the intervening period being used in forming these university bodies. Several new affiliations of colleges were granted by the University during the year and a new medical college was opened at Vizagapatam. The printing of the University Tamil Lexicon, a work which has been in preparation for some years, was taken up during the year. Vacation lectures for the benefit of teachers in schools and colleges were delivered during the Christmas holidays. The University Training Corps continued to maintain its popularity among the students of the University. The Corps was enlarged from a company to a battalion and organised in eight companies, six stationed in Madras and two in Trichinopoly. It has achieved marked success in the short period, about two years, of its life.

Nagpur University.

On the Nagpur University Act coming into operation (it received the assent of the Governor General in Council on the 6th June and was brought into force on the 4th August 1923), the Allahabad University ceased to have jurisdiction in the Central Provinces. The machinery of the Act was put in motion; a Court, permanent councils, faculties and boards were constituted and by March 1924 the University began to function in accordance with the permanent provisions of the Act. For the Degree and Post-graduate examinations of 1924 the question papers and examiners of the Allahabad University were utilised, continuity being thereby maintained. Similarly the Intermediate examinations were conducted on behalf of the University by the Board of High School and Intermediate Education of the United Provinces. There was considerable activity in the way of selecting sites and preparing plans and estimates for both college and University buildings, while changes and additions were made to college staffs.

Patna Univerrity.

A non-official honorary Vice Chancellor has replaced an official whole-time Vice Chancellor at Patna. The question of developing the teaching of arts and science in the vicinity of the Patna College as an alternative to a scheme for establishing a central university near Phulwari engaged the attention of Government; no decision, however, was reached thereon. It was decided that in the Matriculation examination in subjects other than English and Mathematics, the medium of instruction might be the vernacular of the candidate. A Faculty of Engineering was created; the period of study for the course for the B.L. degree was reduced from three to two years and a donation for the endowment of a readership in Natural Science is reported. A company of the University Training Corps was enrolled during the year, the number of applicants for enrolment largely outnumbering the number ultimately enlisted. In some of the colleges in Bihar and Orissa inadequacy of accommodation and a slightly increased cost of apparatus as compared with pre-war rates are recorded.

Punjab University.

The total enrolment in Arts colleges affiliated to the Punjab University increased considerably, by 14 per cent. The University is reported to be feeling the pressure caused by the large increase in the number of examination candidates and becoming more and more on the major side of its activities an examining body. In some of the Lahore colleges the number of students in the Intermediate classes is extraordinarily large, the number in one college during the year under review being between 700 and 800. It is open to doubt whether it is possible with these large classes to secure that close individual touch between students and the senior members of the staff which is so desirable, if any permanent impress is to be made upon the students. Intermediate colleges have been established at suitable centres in the mufassil partly with a view to relieve congestion in Lahore; comprising two pre-Matriculation classes and two Intermediate classes, their enrolment has justified their establishment. The attempt of the University to provide an alternative to the Matriculation Examination by the introduction of a School Leaving Certificate examination has been only partially successful. More than 10,000 candidates appeared for the Matriculation Examination as compared with less than 1400 for the School Leaving Certificate examination. On the teaching side of its functions the University has embarked on a new venture in the opening of its first science laboratory—that of Chemistry.

Rangoon University.

A proposal was made during the year in the Legislative Council to amend the Rangoon University Act of 1920 by the introduction of a University Amendment Bill. The Bill was referred to a Select Committee whose deliberations produced a bill which subsequently proved acceptable to the Legislative Council. Under the University Amendment Bill more representatives of the Legislative Council will join the University Council and although control of essentially academic matters is still vested in the Senate, the functions of the Council will be materially enlarged. During the year the creation of three new professorships was sanctioned, one in Geology and Geography, a second in Economics and a third in Anatomy and Physiology. The Agricultural College at Mandalay applied for recognition as a constituent college of the University and the university committee appointed to consider the request and the desirability of instituting a degree of Bachelor of Science in Agriculture recommended that the University should approve the application of the Agricultural College for recognition subject to certain conditions. The number of Burmese students which had been disproportionately small increased from 200 to 400. In this University as in several others in India students are preferring to take a course in science rather than a course in arts.

Statistics of Universities.

Some general statistics of the Universities in India are given in the following table:—

University.	Type.	Date of Foundation.	Faculties.	Annual Statistics.				Remarks.
				Year.	Number of Teaching Staff.	Number of Students.	Number of Graduates in Arts and Science.	
1. Calcutta	Affiliating	1857	A., Sc., L., Eng., M.	1923-24	1,314	23,010	2,859	Also undertakes teaching in certain subjects.
2. Bombay	Affiliating	1857	A., Sc., L., M.	1923-24	538	11,214	870	.....
3. Madras	Affiliating and Teaching.	1857 and 1923	A., Sc., Ed., Ag., L., Eng., M.	1923-24	1,102	15,411	1,844	.....
4. Punjab	Affiliating	1882	A., Sc., O., Ag., Com,, L., M.	1924	39	22,433	1,384	Also undertakes teaching work. The teaching staff of affiliated institutions is not included.
5. Allahabad	Affiliating and Teaching.	1887 and 1921	A., Sc., Ec., Com., L.	1923-24	245	2,373	988	The teaching side comprises 80 teachers and 1,005 students.
6. Benares Hindu	Teaching	1916	A., Sc., O., L., Th.	1923-24	156	1,887	181	15 graduates in Oriental Learning and Theology are excluded.
7. Mysore*	Teaching	1916	A., Sc., Eng. and Tech., M.	1925-26	141	1,460	230	.....
8. Patna	Affiliating	1917	A., Sc., Ed., L., Eng., M.	1925	229	2,847	301	.....
9. Osmania*	Teaching	1918	A., L., Th.	1923-24	37	530	52	Faculty of Arts includes science. 2 graduates in Theology are excluded.
10. Aligarh Muslim	Teaching	1920	A., Sc., Ed., O., L., Th.	1923-24	42	882	180	There are no Faculties but Departments of Studies in various subjects (18 in number).

* Outside British India and incorporated by legislation in an Indian State.

Statistics of Universities in India—contd.

University.	Type.	Date of Foundation.	Faculties.	Annual Statistics.				Remarks.
				Year.	Number of Teaching Staff.	Number of Students.	Number of Graduates in Arts and Science.	
11. Rangoon .	Teaching	1920	A., Sc., Ed., L., Eng., M.	1923-24	105	803	71	There are no Faculties but Boards of Studies in 8 subjects.
				1924-25	121	1,301	62	
12. Lucknow .	Teaching .	1920	A., Sc., Com., L., M. .	1925-26	104	1,197	125	.....
13. Dacca .	Teaching .	1921	A., Sc., L. . .	1923-24	86	1,311	310	B. Com. and B. T. Degrees are included in the number of Graduates. Also 121 students of the Dacca Medical School, who attended classes in Physics and Chemistry at the University, are included in the returns.
14. Delhi . .	Teaching .	1922	A., Sc., L. . .	1924-25	70	1,224	147	Only 5 teachers belong to the University and the rest belong to the staff of the Constituent Colleges.
15. Nagpur . .	Affiliating .	1923	A., Sc., Ed., Ag., L. .	1923-24	79	1,017	(No examination in 1923-24.)	Also undertakes teaching in Law.

Abbreviations.—A.=*Arts*; Sc.=*Science*; O.=*Oriental Learning*; Ec.=*Economics*; Ed.=*Education*; Ag.=*Agriculture*; Com.=*Commerce*; L.=*Law*; Eng.=*Engineering*; M.=*Medicine*; Th.=*Theology*; Tech.=*Technology*.

N.B.—The teaching of the "affiliating" Universities is carried on by the staffs of their Constituent Colleges, but generally the Universities themselves provide instruction in certain branches of higher education as required by the Universities Act of 1904.

IV. Intermediate Education.

The Calcutta University Commission argued in 1919 that the right development of University work demand a reorganisation of higher secondary education and that for this purpose it was necessary that the work done in the intermediate classes of the University should be transferred to institutions of a new type which should be called intermediate colleges. In consonance with this recommendation some of the University Acts, passed after the publication of the Commission's Report, provide for an immediate or ultimate separation of the intermediate classes from the degree classes. The Madras University Act, 1923, for instance which was introduced on the 1st May of that year, lays down that students shall not be eligible for admission to a course of study for a degree unless they have passed the Intermediate Examination in Arts and Science of Madras and that if the local Government is satisfied that other adequate arrangements have been made for the supervision and control of institutions preparing candidates for the entrance examination to the University, the local Government may by notification direct that the Madras University shall cease to exercise any control over the recognition of such institutions. There is however no indication as yet that any steps have been initiated with the object of separating Intermediate classes from University control. The Dacca University Act has disassociated the Dacca University from intermediate education and a Board of Intermediate and Secondary Education controls such education within the territorial limits of the University. Similarly, the Allahabad, Aligarh Muslim and Lucknow University Acts confine the activities of these Universities to post-Intermediate instruction. There are two Boards of Intermediate and Secondary Education in the United Provinces one operating within the jurisdictions of the Allahabad and Lucknow Universities, the other operating within the territorial limits of the Aligarh Muslim University. The intermediate classes under the control of the former are still mostly housed in the same buildings as the degree classes of the Allahabad University and a report comes from the United Provinces that the future of the intermediate classes in degree colleges is still under discussion, that it seems probable that financial considerations will prove decisive and that it will not be possible for some years to come to relieve degree colleges of these classes and to separate intermediate education from a university course of studies. Intermediate colleges in the United Provinces comprise ten classes and are found difficult to manage. It is proposed to take the opportunity, where possible, to organise the lower classes as separate junior schools. The Intermediate College of the Aligarh Muslim University has already given a lead in this direction. It has four classes corresponding to the two highest of the ordinary high school classes and two intermediate classes. There is yet another University Act, *viz.* The Delhi University Act, which restricts the control of the Delhi University over intermediate education to a period of five years and to such further period as the Governor General in Council may direct. This period of five years is still current.

The Calcutta, Bombay, Punjab, Benares, Hindu, Patna, Rangoon and Nagpur Universities still control their intermediate classes. It was not found possible during the period under review to legislate in Bengal in order to provide for the separation of intermediate education from post-intermediate instruction on the basis of the recommendations of the Calcutta University Commission. Intermediate education in the Punjab, though still continuing to form a part of University instruction, is being gradually separated from post-intermediate instruction partly to relieve the congestion of students at Lahore. Intermediate colleges are accordingly being established at suitable centres in the mufassil. The Board of Intermediate and Secondary Education of Dacca have added elementary economics to their list of Intermediate subjects and have instituted an oral test in English.

V. Secondary Education.

General.

Except in Bengal where there was a further decline due to the extinction of middle vernacular schools for boys there was a general increase in the total number of secondary schools, high schools, English middle schools and Vernacular middle schools throughout India. The slight decrease in the number of Government and aided vernacular middle schools was much more than counterbalanced by the considerable increase in this class of school under the management of district boards and municipalities, especially the former. The number of boys reading in secondary schools has also shown a considerable all round increase. The amount spent on secondary education has also increased on the whole although slight decreases are shown in the expenditure by district boards and municipalities and from private sources on high schools and middle English schools. Local bodies have, however, increased their expenditure very considerably on vernacular middle schools. Bengal put forward a plea for additional funds for the wide extension of the grant-in-aid system as applied to secondary schools. In this province an exceptionally large number of high and middle schools is unaided.

Boards and Examinations.

In the Central Provinces the High School Education Act was brought into operation and a High School Board constituted. This board, composed of 31 members—a very large number for a Board with executive powers—is of a representative character and has provided an opportunity of bringing public opinion to bear in an increased measure on the problem of secondary education. On the other hand, accepting a policy which goes in a different direction, regulations were sanctioned during the year in Bihar and Orissa for the transfer of the management of the school leaving certificate and matriculation examinations to a University Examination Delegacy for secondary schools; while in Bombay the school leaving certificate examination was held for the last time in March 1924 by the Joint Examination Board. This Board was originally constituted with the main object of conducting the school leaving certificate examination. It has not altogether fulfilled the hopes

which had been entertained when it was first instituted with the result that the Government of Bombay have decided that they will accept the Matriculation examination of the University as a qualification for Government service and agreed to the conduct of that examination being resumed by the University. It is accepted in Bombay that the standard of education not only in the University but also in the secondary schools depends on the standard of the Matriculation; the dominating influence in higher education in Bombay is thus to be the University which frames the Matriculation syllabus and conducts the Matriculation examination. In the North-West Frontier Province the chief event in secondary education was the revival of the Anglo-Vernacular Middle Standard examination. The restoration of this test was welcomed and it is hoped thereby to improve the general efficiency of education in that province. From Assam, which is the only province in India without a university of its own (excluding the North-West Frontier Province) comes the complaint that the Matriculation examination of the Calcutta University, which examination is taken by high school students of Assam at the end of their school course, is of much too low a standard. It prevents schools aiming at a higher standard which they can easily achieve and attracts to university courses and to professional or clerical pursuits boys who have not the proper aptitude for study. The question of the relative responsibilities of a Government and of a university for the higher education of boys does not yet in actual practice seem to have been satisfactorily solved throughout all India.

National and Unrecognised Schools.

From the Central Provinces and from Burma we find traces of the after-math of the non-co-operation movement which resulted in the establishment of many "national" schools. The Central Provinces report generally the collapse of national schools and the existence of unrecognised private cramming institutions, which prepare candidates for the Punjab and Calcutta University Matriculation examination. The enrolment in high schools would have shown a much larger increase but for these cramming institutions. In Burma reconciliation was affected between the Council of National Education and the school system existing in that province and by the consequent relaxation of the school boycott. Under the terms of agreement the Council of National Education secured independence of control and freedom to choose its own curriculum and text books. The reconciliation was not quite complete since conflict existed in some areas between the supporters of the national movement who favoured receipt of grants-in-aid from Government and those who did not with the result that there was much overlapping of educational facilities.

Staff, Provident Funds and Endowments.

The number of trained teachers of requisite qualifications does not equal the demand. The Central Provinces report that one of the main needs of aided schools in the Province is the recruitment of trained teachers of the requisite qualifications. Managers are not always prepared to pay adequate salaries for trained teachers. In general there are many complaints of inadequacy of

pay, insecurity of tenure of office, delay in the payment of salaries and too frequent changes of staff, all of which conduce to inefficient work. Several governments have done something to improve matters by the establishment of aided provident fund schemes. The United Provinces have introduced a Provident fund scheme while Bengal is considering such a scheme.

The finances of aided schools are frequently inadequate, Permanent endowments are greatly needed if schools are to be run efficiently, for without endowments a sufficient income is not assured to meet the recurring expenditure of secondary schools, suitable teachers cannot be recruited and retained unless additional funds are forthcoming from endowments, from Government (and this will generally involve additional taxation) or from an increase in the rates of fees. Endowments have, it is true, been generous in some parts of the country but if aided education is to flourish endowments should be much more general and much more generous. In the Central Provinces fees have been raised with no effect on enrolment. In some parts of the country the increase in the rates of fees does not appear to have been effected proportionately to the increase in the general cost of living.

Medium of Instruction and English Instruction.

Experiments have been tried with a view to imparting instruction up to the Matriculation standard through the medium of the vernacular. From Bengal, however, we find it reported that the unpopularity of a purely vernacular education chiefly accounts for a large decrease in middle vernacular schools in that province. In the Central Provinces the vernacular was introduced as the medium of instruction in several high schools under public management but schools which maintained two or more sections in the high school classes were permitted to impart instruction through the medium of English in one section if there was a substantial demand for that medium while aided schools were allowed a free hand in the choice of the medium of instruction. During the year two schools which had introduced the vernacular as the medium of instruction in the previous year abandoned it and reverted to English. The attitude of the general public towards this question was anything but uniform and it has further complicated problems of administration, especially in the areas where there are two main vernaculars. In Bihar and Orissa Government issued orders on the report of a committee appointed to consider primary and secondary education which resulted in a modification of the University Regulations to the effect that in the Matriculation examination, in subjects other than English and mathematics, the medium of examination after the year 1928 may be the vernacular offered by the candidate for composition. That Government decided to try the experiment of teaching one section of some high schools which had duplicate sections through the medium of English as at present, and the other through the medium of the vernacular spoken by the largest number of pupils. Experiments are also to be made to see how far it is possible for one teacher to give instruction to a class through the medium of two vernaculars at the same time, for example Hindi and Urdu or Bengali and Oriya. The

problem of the medium of instruction in secondary schools in India is one upon which experiments are being freely made and which will be solved satisfactorily only by the recognition of the facts that the educated man in India should be bilingual, and that the local culture should not be obliterated which it would be if free expression were given to the view that English should be used as the sole medium for interchange of thought. There persists, however, a large demand for instruction both in and through the medium of English all over the country. From the North-West Frontier Province comes the statement that practically all schools that teach English are full to overflowing, a demand for the establishment of this class of school having shown itself in widely distant places. The Central Provinces report a demand for English instruction coupled with the fostering of the idea that vernacular middle schools should be regarded equally with Anglo vernacular middle schools as preparing boys for high schools; as a result a considerable demand has arisen in some parts for the teaching of English in Vernacular Middle schools maintained by local bodies. A similar report comes from the United Provinces. From Bombay we hear that secondary education is spreading with considerable rapidity, but that this extension of secondary schools with a growing desire for English education appears to have resulted in a lowering of the standard in that province; parents of very moderate means are no longer satisfied with a purely vernacular education for their children and have a mistaken belief that if they acquire some knowledge of English their future is assured. The general effect of this tendency is disquieting to the Bombay authorities. The demand for English instruction exists even through a sufficient supply of suitable teachers is not available; nor are funds sufficient to employ them.

Methods.

The Dalton Plan has been introduced in the United Provinces and also in Assam with satisfactory results. There appears to be a growing tendency to foster such extra-school activities as Education Societies, co-operative societies, first aid lecturing and scouting. Lectures on first aid and hygiene have been either continued or revived while classes held under the auspices of the St. John's Ambulance Association have been successful. Special classes for teachers in nature study and in physical training have been held in Bombay. Such classes intended to extend the knowledge, to widen the experience or to refresh the memory of teachers are invaluable.

Vocational Training.

A scheme for training drawing masters as vocational instructors in engraving, wood work, etc., was given effect to in Madras, Bengal regrets that the general demand for giving a bias in a less literary direction to the school curriculum has not increased the popularity of the classes formed to comply with this demand. So long as they compete with an easy Matriculation and do not lead to the University little change in the present state of affairs can be expected. The Dacca Vocational Education Committee submitted its report which is under consideration. The report

makes it clear that vocational education cannot be cheap and that it is a waste of money and labour to prepare students for vocations that do not exist or that are already over-stocked. It disabuses the amateur educationist who would introduce vocational education into high schools as any thing but a part of the general educational process, and throws doubt on the belief of the Sadler Commission that at the intermediate stage vocational education can be so combined with general education as to produce a worker competent to earn his living with the vocational training which he has undergone at the close of that stage. In the Central Provinces a resilution was issued on the report of the Vocational Education Committee. One of the points emphasised in the resilution was that in order to effect a closer co-ordination between technical education and other branches of education, all forms of education should be brought under the control of one Minister (the Minister of Education), and that, in respect of technical education, the Minister should be assisted by a consultative committee consisting of the Director of Industries, the Director of Public Instruction, the Director of Agriculture and two others nominated by the Local Government. As a result a consultative committee was subsequently constituted to advise the Minister of Education in regard to technical education.

Music.

The subject of Indian music is occupying the increasing, attention of schools, both Indian and European, and the Gayan Samaj of Poona is trying to introduce some form of notation, and generally to systematise the teaching of music in schools.

Religious Instruction, Moral Instruction and Discipline.

Religious instruction is given in schools in many parts of India and discipline is generally satisfactory. It is noted, however, that the discipline and restraint to which boys are subjected while living in hostels is one of the reasons for their unpopularity in Bombay. The Indian boy prefers the free life of the bazar hotel. Community hostels are reported to be successful in Bombay. The Punjab, on the other hand, remarks that the suggestion that communities should co-operate in efforts to economise by building separate hostels, instead of separate schools, has not met with the measure of success which was hoped for. In some parts direct moral teaching has fallen into disuse as being uninteresting and of little value. Other activities aiming at indirect moral teaching, of which scouting is one of the most prominent, are being developed.

Medical Inspection.

The medical inspection of pupils has been receiving some attention. In the United Provinces revised rules have been brought into force and a tendency to demand that medical attendance and medicine during illness shall be free is observable—a demand which cannot be justified. In Assam there is a demand for the replacement of the present system of unremunerated examination by the officers of the Medical Department which is very limited in its scope by a system similar to that adopted in Great Britain. The financial effect of the adoption of such a system would be very large and at the present time possibly beyond the reach of most provincial governments. A scheme

which divides the cost of medical inspection between the Government, the management of the school and the pupils has been satisfactorily worked out in some parts.

Buildings.

Although several new buildings for schools have been constructed and extensions made, very much yet remains to be done. Many schools are unsatisfactorily housed and more hostel accommodation is necessary in many places.

Boy Scouts and Girl Guides.

There has been a general extension of the Boy Scout Movement in nearly every province in India, the movement gaining ground in vernacular as well as in English schools. It has enlisted considerable public sympathy and is beginning to acquire an influence in school life. School masters are united in the praise of the good influence of scouting on scouts and their fellows. The chief difficulty at present is an insufficient supply of qualified scoutmasters. The Girl Guides Movement, which at first interested only European schools, has of late years made considerable progress in schools for Indian girls, especially in Bombay. Public opinion favours the association, the Indian public in particular showing in Madras great interest in starting new centres and in having Indian officers trained. The movement is arousing considerable interest among teachers as well as pupils. The lack of suitable officers tends however to handicap expansion but an increasing number of officers are being taught their work at training schools and in camps.

Physical Education.

Many provinces report that their systems of physical education are not altogether satisfactory or not so fruitful of results as might be wished. The utility of well organised games as also of drill as an important factor in education has yet to be realised by the majority of school authorities. Madras reports the deputation for training in the Young Men's Christian Association School of Physical Education of a special officer with a view to his being appointed after training as Assistant Physical Director in order to ensure more effective coordination and supervision in physical education throughout the province. Burma reports that proposals are under consideration for the appointment of a special officer to advise on physical training. Bengal reports that a six weeks training course for drill and gymnastic teachers was held in Calcutta. The United Provinces report that an athletic league was successfully started in Lucknow. Burma reports that the services of a half-time Physical Director were obtained from the Young Men's Christian Association. Bihar and Orissa, report a short course for drill masters and for students in training schools. The Punjab also reports that steps have been taken to get younger assistant district inspectors trained at a summer school of physical training, but that lack of funds has restricted expenditure in carrying out their policy to have competent supervisors in each district.

VI. Primary Education.

Numerical.

The number of primary schools shows an increase under all classes of management, the total increase being 5,335 schools for

boys and 663 for girls bringing the number of primary schools for boys up to 144,430 and for girls up to 23,583—a total increase of 6,000 primary schools, denoting very satisfactory progress. This increase is, however, not shared by the North-West Frontier Province, the Punjab and Burma. The local bodies in the Punjab have been encouraged, in view of financial stringency, to consolidate the position so far gained by filling existing schools rather than to increase their commitments by starting new schools. The number of pupils also shows a considerable increase, namely, of more than 3½ lakhs of pupils in primary schools for boys and girls combined. The Bengal report observes that of the total male Hindu population 5·5 per cent. and of the Mohammedan population 5·07 per cent. were in primary schools—the two main communities of the province taking almost equal advantage of the opportunities offered for primary education. It may be observed *en passant* that the term " elementary education " is used in Bombay for education imparted in infant classes and vernacular standards I to IV inclusive and that in that presidency the term primary education includes education given wholly through the vernacular in all vernacular standards up to and including standard VII. The statistics are to be read in the light of this remark.

General and Local Board Educational Finance.

Expenditure has also increased by nearly 28 lakhs of Rupees, the increase being slightly less than that noted in last year's review in the case of primary schools for boys, but considerably more in primary schools for girls. The percentage of expenditure from Government funds and from " other sources " has increased while the percentage of expenditure from Board funds shows a decrease. The total cost per scholar has decreased by eight pies being now Rs. 7-13-3 per head in schools for boys. It has, however, increased by five annas per head in primary schools for girls being now Rs. 10-6-5 per head. A girl's education is one-third more expensive than the education of a boy.

Large subsidies were contributed during the year to local bodies in most provinces for payment of grants of various kind in aid of primary education, the subsidies being in many cases larger than those granted in the previous year. Bihar and Orissa report the division of district boards into three classes for the purpose of payments of grants, the classification being made in accordance with the assessed income per thousand of population. The United Provinces report that proposals for a three years' contract with the district boards were worked out, the savings that accrue to the boards from the recurring allotments being transferred to an education fund to be utilised on non-recurring charges. In the North-West Frontier Province the attention of the district boards was drawn to their tendency to economise in their expenditure by curtailing educational facilities. It was pointed out to them that further economy at the expense of the educational budget was not permissible. This reminded the district boards of their responsibilities and produced a salutary result, savings in recurring charges being earmarked for non-

recurring educational expenditure, such as the provision of new or the improvement of old buildings.

General policies, Education Acts, Compulsion and Local Bodies.

Madras reports that sanction was accorded to the levy of the education cess in the areas under the jurisdiction of fifteen taluk boards and six municipal councils and that at the end of the year there were seventy taluk boards and sixteen municipalities levying the cess. Six municipalities introduced compulsion during the year in addition to the seven that had introduced it in the previous year. Bihar reports that compulsion is in force in only one municipality, Ranchi, and that compulsion is really beginning to be effective, a sub-inspector of schools having been placed in charge of the municipal area, the municipality itself having appointed a second attendance officer. The Central Provinces report that compulsory primary education was introduced in five villages and in one municipality and that a scheme for the application of compulsion in six other villages was sanctioned during the year. While progress in the actual introduction of compulsion has hitherto been slow there are signs abroad of healthy activity, especially in some of the larger municipalities. The Government of the Central Provinces realise that compulsion on a large scale is at present a counsel of perfection and that in the cautious application of the compulsory principle they see the best hope of achieving general literacy. They opine that compulsion should be applied in the first place in municipal areas, and in those places in rural areas where its application will be attended with least difficulty. They deprecate the adoption of measures like the double shift system which, while it might facilitate the introduction of compulsion, would certainly lead to a deterioration in the standard of primary education, especially since the primary course is reduced from five to four years. Government were anxious to facilitate the introduction of compulsion by amending their Primary Education Act; their efforts in this direction were however rendered abortive by the action of the Legislative Council in throwing out without discussion and for political reasons the amending bill. In the United Provinces there has been much progress by municipal boards since the introduction of compulsory primary education for boys in their municipalities. Several local bodies in that Province introduced compulsion on the terms offered by Government, namely, Government undertook to pay two-thirds of the extra cost involved including the cost of remitting fees, and also the total cost of bringing the minimum pay of the teachers employed in boys' vernacular schools up to the standard of pay prescribed for district board teachers, provided that the total contribution made by Government to the municipal board did not exceed 60 per cent. of the total cost of primary education for boys in the municipality. The progress reports received from the inspecting officers show that the administration of schools in municipalities which have introduced compulsion has considerably improved, that their staff and equipment are adequate, and that the boards have generally complied with the regulations on the subject. Enrolment

has increased and the boards concerned showed a willingness to act on the advice of the inspecting staff when minor defects were brought to their notice. In the Punjab compulsory education was enforced at the close of the year in 14 municipalities and 156 rural school areas, its adoption being accompanied by very gratifying results. The cost of compulsion has not proved so great as was at first anticipated. Government undertook in the case of municipalities to contribute, in addition to existing grants, half of the additional cost involved subject to a maximum of Rs. 5 per annum per head of additional attendance and in the case of district boards to contribute to the increased cost in accordance with the grade at which the board is rated. The results achieved show that compulsion is the surest and most economical method of advancing literacy in the Province. Bengal regrets that district boards and municipalities are not showing a desire to accept the Government's promise to contribute one-half of the recurring and capital expenditure required for starting central primary schools. The Director regrets that it is not generally recognised that Bengal cannot get universal literacy without the expenditure of a large sum of money and that this money must come out of the pockets of the people. When this is universally recognised, both by members of the Legislative Council and by members of district boards and municipalities there will be some hope of advance. It is reported that the condition of primary schools in Calcutta continues to be unsatisfactory and that nothing but a dominant and overmastering resolution on the part of the whole literate and well-to-do classes that illiteracy must and shall end within a reasonable time in the second city of the Empire accompanied by its necessary concomitant, a willing and ungrudging assumption of the financial burden involved, can ever solve the problem of primary education in Calcutta. That Province further remarks that there is a consensus of opinion that the measures desirable to wipe out the serious defects of the present system of primary education are:—an increase in the pay of teachers; the appointment of a larger number of trained teachers in existing primary schools; the restoration of the public examination; and the introduction, wherever possible, of free primary education.

Mainly owing to the complexity of the rules which were framed under the Primary Education Act and the need for careful scrutiny of these rules by Government, Bombay could not bring the Primary Education Act into operation during the year. Draft rules were, however, published and local bodies consulted. The rules were published in October but it was considered undesirable to transfer the management of primary education to local bodies just prior to the holding of elections under which the personnel of the bodies would probably be changed under the New Local Boards Act. A primary education bill was circulated for opinion in Assam. It was recognised by almost all local bodies that compulsion, if it were to be introduced, could be introduced only gradually and with circumspection and that direct taxation

would be an exceedingly unpopular measure. With the dissolution of the Legislative Council the bill lapsed. The work of district school boards in Burma was watched with the greatest anxiety. These boards were handicapped by the absence of administrative traditions and precedents, and of regulations to guide them, as also by their own reluctance to use the advice of the inspectors and deputy inspectors. Towards these boards the inspecting staff, with very few exceptions, understood their new position and discharged their new duties, which were purely advisory, satisfactorily. An experimental year of practically unchecked control allowed the local education authorities to make instructive, if at times unsuccessful, experiments in the methods of disbursing teachers' salaries. It also taught most of them that without the help of the Inspectorate they cannot carry out their duties satisfactorily. All school boards learnt the important financial lesson that one must cut one's coat according to one's cloth. The defects recorded on their working are mainly, delay in the despatch of business, reluctance to delegate necessary powers to their chairman, the exceeding of statutory powers in executive action, unsuitable methods of disbursing teachers salaries and failure to make full use of their power of co-option. Their work is nevertheless generally commended. Most of them undertook their new duties with real keenness, steadily mastering details and acquiring a sense of responsibility. Considering the difficulties confronting them they carried out their first year's work with remarkable success. The Central Provinces regret that comparatively few local bodies responded to an invitation to attend a conference, opened by the Minister of Education and held in an endeavour to foster co-operation between the department and local bodies, the subjects of discussion including several in which the chairmen of district councils and municipalities were closely interested.

Co-operative Societies.

Considerable assistance has been given in some provinces by the Co-operative Department, assistance of the greatest value both in the encouragement of compulsory education for boys and in popularising schools for adults. In the Punjab that Department has induced the members of a co-operative society to form compulsory education groups, the members agreeing to send their children to school for definite periods and making themselves liable to the penalty of a fine if they do not conform to the rules of the society regarding compulsion. A number of thrift societies has also been formed among village teachers—a measure which makes for stability and contentment—in the Lahore Division of the Punjab. From the Patna Division of Bihar and Orissa it is reported that it is still difficult to secure managing committees for primary schools but that in a few cases co-operative banks are successfully managing such schools.

Inspection.

The Central Provinces report the inauguration of an important experiment in the direction of enlarging the control of district councils over that branch of education with which they are

concerned. The power of inspecting their own schools was handed over to some district councils, some Government inspecting officers being transferred to their service. Bombay refers to the difficult problem of the future of the inspecting staff. Primary schools of district local boards are at present managed generally and inspected by officers of the Education Department. Under the Bombay Primary Education Act, they will be managed and supervised by officers of the district local boards, Government retaining a small inspecting staff to ensure that a satisfactory standard of instruction is maintained and to advise on educational questions. The amount of power of action and control which should remain centralised in a Government which provides large funds, and the amount which can be devolved or delegated to local agencies depend very largely upon the experience and ability of the body to which power is delegated; the extent to which Government can withdraw from inspection of schools is a matter which can give rise to considerable discussion. It is a complex of many factors of which immediate educational efficiency is but one.

Duration of School life.

Bihar and Orissa report that the duration of the primary school course has been shortened from six years to five years. Several provincial reports refer to the concentration of children in the lower classes of schools and to the wastage in educational effort. More than one-half of the pupils reading in the primary classes are concentrated in class I. Apart from a consideration of teaching staff and of educational policy, economic and social causes combine to retard the progress of literacy especially among the backward and agricultural classes of the people. They cannot afford to keep their children long at school as they are required to assist their parents in household work at home or in outdoor work in the fields or in factories, while education, especially higher education, was—and still is—in places, considered either by custom or by tradition to be the monopoly of certain sections of the community. The result is that most children attending school never reach the stage of ' literate ' and many who aspire to comparative literacy relapse into illiteracy very soon after they leave school. In this matter it is the parent who has to be educated; he has still to realise that the permanent advantage to his child of becoming literate is greater than his immediate economic value in tending cattle. The immensity of wastage in educational effect is seen when reference is made to a simple method of calculating educational efficiency—a method which measures the *effective* duration of school life and not merely the actual duration of school life. It is of little use in the task of breaking down the widespread illiteracy of the country if a boy remains at school for four years spending his whole time in the same class, even though his actual duration of school life is four years. If, however, the same boy, still spending four years at school, spends only one year in each of the standards I, II , III and IV he has at the end of four years reached a stage of comparative literacy and is of advantage to himself and to the state. In the former

case the effective duration of school life is only one year, in the latter case the effective duration is four years, though in both cases the actual duration of school life is four years. The true measure of educational efficiency is the effective duration of school life and not the actual duration of school life. The statistical calculation of a figure which measures educational efficiency and which is based upon the effective duration of school life is beyond the scope of this review. It is sufficient, however, to state in general terms that the greater is the wastage the less is the effective duration of school life, the less is the educational efficiency and the less is the trust we are able to put in educational policies which result in great wastage. A measure of the wastage, which diminishes educational efficiency, is obtained by comparing the number of pupils reading in any standard, say the 3rd standard, with the number of pupils who read in the immediately junior standard, say the second standard, in the previous year. A perusal of the following table will show that out of nearly $3\frac{1}{2}$ million pupils reading in class I last year a number less than $1\frac{1}{4}$ million, or only about one out of every three pupils, is reading in class II in the year under review. Out of nearly twelve lakhs of pupils reading in class II last year less than nine lakhs are reading in class III in the year under review, that is about 3 out of every 4 pupils, while out of $8\cdot\frac{1}{3}$ lakhs in class III in the previous year just a little over six lakhs are reading in class IV in the year under review, again about 3 out of every 4 pupils. The wastage in educational effort—consisting of deaths, of non-promoted pupils and of pupils who leave school—is immense and most educationists are of opinion that there is no solution to this problem of wastage in educational effort in India but compulsion. The total wastage of educational effect and its concurrent dissipation of educational funds in the primary classes is about fifty per cent. of the total energy put forth.

——	Year 1922-23.	Year 1923-24.	Wastage.
Class I	?,453,046	3,685,?92	..
Class II	1,184,318	1,218,758	2,234,288
Class III	833,303	874,760	309,558
Class IV	593,301	619.760	213,543
TOTAL .	6,063,968	6,400,070	...
Class V	298,403	333,702	259,599

Several provinces have their curricula under revision. The Punjab reports the appointment of a committee to consider and report on vernacular courses with a view to their simplification Curricula.

and general improvement. This province emphasises that the subject matter taught and the methods of instruction pursued should be such as to bring the work of a primary school into the closest relation to the life and experience of the pupils, that the acquisition of suitable knowledge and the attainment of literacy should be the main objectives of the course, and that the syllabuses should be framed with due regard to the limited capacity of the teacher and to the time at his disposal for the work with which he is entrusted. It considers that simplification should be attained by reduction of "subjects" to the three R's and physical training Steps have been taken whereby the examination of the boys in the fourth class is conducted by the district inspecting staff, the character of the test being one which will ascerain the extent to which literacy has been acquired. Bengal reports that geometry has been excluded and that the introduction of English as an optional subject has proved to be generally popular. Bombay reports experimental work done in an aided missionary school on the project method, each standard being given a definite piece of work to perform during the year, the code studies being grouped around this piece of work.

The shift system.

It is interesting to note that the shift system by which the school is held in two sessions, part of the pupils attending in the morning session and the remainder in the afternoon session, though tried in Bombay with the object of minimising the problems of the one-master school has not yet been very successful; the villagers do not favour it partly because they fear that their children are not receiving sufficient schooling, and partly because the children are off the hands of the parents for too short a period. As observed above the Central Provinces deprecate the adoption of the shift system.

Vocational training.

Extremely few educationists would support the introduction of definite vocational training into primary schools though none would fail to support a local or pre-vocational bias being given, so far as this is possible, to the instruction imparted. Most provinces recognise that the chief aim of primary instruction is to break down the illiteracy of the people. Bombay reports a bifurcation of studies from vernacular standard V upwards, the experiment being tried in a few schools. The object is to give village boys a form of instruction which will be useful to them in their life as agriculturists. The course, however, is prevocational rather than vocational. The results so far attained have been promising. It will however take time before the value of the training can be accurately assessed. The United Provinces report an experiment in combining with education a training in agriculture, a farm of 250 bighas being attached to the school. The Mission which conducts this school has determined to educate the children in a way that will not alienate them from the land, that will help them to improve agriculture on their small holdings and will enable them to raise the standard of living in their homes by their own efforts. It aims at imparting a sound elementary education in the vernacular combined with instruction in

farming, carpentry, basket weaving and blacksmithy and also at giving instruction in the auxiliary industries in order to enable the scholars to repair their own implements, furniture and houses. The progress of the experiment is being watched with interest.

Examinations.

A demand for the restoration of a public examination at the close of the vernacular school course continues in Assam while Burma reports that promotion examinations are no longer to be made by departmental inspecting officers but by managers of schools who are prepared to accept this responsibility.

Staff.

An increase in the number of trained teachers employed is reported from several provinces. It has been generally recognised that extension of education requires additional teachers and that training facilities have to be increased with the object of increasing the number of trained teachers *pari passu* with an increase in the number of schools and of pupils receiving elementary education. The Punjab, however, calls attention to the great care that is necessary to discriminate between teachers who take up teaching as their life profession and are likely to prove of real use and a permanent asset in educational work and those who desire to teach only temporarily as an alternative to unemployment. This problem is a common one in all classes of institutions and in all countries of the world. A question which is always with us and which is always arousing a greater or lesser degree of controversy is the pay of teachers. Their pay has been revised and increased, in places. The cost involved in even a small increase is however so immense—the number of teachers in primary schools alone exceeds a quarter of a million —that many provinces are not financially in a position seriously to consider the ways and means of raising pay to the extent necessary for increasing largely the supply of contented efficient trained teachers. Bombay reports that the scales now sanctioned in that province appear more favourable than those in force in other provinces and in the neighbouring Indian states. Several Inspectors of schools complain that the grant of time scales of pay to primary school teachers has resulted in a falling off in efficiency, there being now less incentive to good work than formerly when the pay was fixed with reference to the responsibility of the post and when promotion was made by selection. Minima and Maxima have been laid down in Bombay on the one hand to safeguard the interests of the teachers and on the other hand to guard against possible extravagance, the pay of teachers recruited after the Primary Education Act comes into operation being fixed in Bombay not by Government but by the local authorities.

Buildings.

Burma reports that very little money was spent by local authorities on vernacular school buildings and that the need for them is pressing in Rangoon. In country districts, it is not so urgent because school buildings can be cheaply provided if villagers are keen on their schools and will help in their construction. The provision of buildings does much to render schools stable and to ensure that they will open to all classes of the community alike.

Medical inspection.

Medical inspection of children is more common in secondary schools and colleges than in primary schools. The United Provinces report however that experiments made in primary schools in three districts show that the services of the District Medical Officers of Health can be utilised to great advantage by boards for the medical inspection of schools. A systematic medical examination of scholars was conducted. Special attention was paid to their health, to the sanitary condition of the schools and boarding houses and to the water supply, lectures on personal hygiene and on the most common diseases prevalent among children were delivered and teachers and students were informed of the modes of the spread and prevention of the principal epidemic diseases prevailing in the district. The chief common diseases noted among the school children inspected were chronic malaria, enlargement of the spleen, trachoma and ringworm.

Adult education.

Very little is reported regarding adult education. The Punjab reports, however, that the number of adult schools has more than doubled during the year. It points out that adult education acts as a stimulus to the education of children, it being often found that where there is a successful adult school the attendance in schools for boys and girls automatically increases.

VII. Female Education.

Numerical and co-education.

The total number of recognised institutions for girls rose considerably and stood at 24,777 at the end of the year. The enrolment showed a corresponding increase to 944,050. If unrecognised institutions are included, the figures for institutions and scholars stood at 27,440 and 1,001,466 respectively, this being the first year during which the number of scholars attending educational institutions for girls exceeded one million. A perusal of Table IV-B, an extract from which is placed below, shows, however, that more than one-half of the total number of scholars are reading in the lowest class of the schools and that very few pupils proceed to the high school classes. Out of 533,878 pupils reading in the lowest class in the previous year only 161,228 are found to be reading in class II during the year under review. The wastage in money and in educational effort through non-promotions or through girls leaving school before they have begun to receive any education of measurable value is enormous. Schools should do more than fulfil the functions of a crêche.

Enrolment in the first four primary classes, 1924.

Classes.	Number.
I	572,069
II	161,228
III	87,285
IV	52,682
Total	873,234
V	26,191

The foregoing statistics do not take into account the number of girls reading in schools for boys or the number of boys reading in schools for girls, who are distributed according to the following table. This table, read in conjunction with the above statistics, indicates the large extent to which co-education of girls and boys prevails in India; more than half a million girls out of a total number of a little over one and a half million girls under instruction are receiving their education in institutions along with boys.

Type of Institution.	No. of boys in Girls' schools.	No. of girls in Boys' schools.	Net additional number of girls.
Colleges	..	606	606
Secondary schools . .	12 ,20	44,054	31,334
Primary schools . . .	29,549	476,316	446,767
Special schools . . .	281	2,271	1,990
Unrecognised schools . .	5,255	32,152	26,897
TOTAL .	47,805	555,399	507,594

The North-West Frontier Province reports a regrettable falling off in the number of pupils receiving secondary education, while the Punjab reports that the increase in the number of scholars would have been greater but for the fact that the effect of the outbreak of plague on the enrolment in Girls schools was even more serious than it was in the case of Boys schools. It was responsible for the temporary closing of institutions in some of the infected areas.

Except in technical and industrial schools there was an allround increase in expenditure in all classes of schools for girls. The increase in expenditure was also general from all sources except from the funds of local boards. In the United Provinces the grants by Government to district boards for vernacular education have been increased and the amount to be spent by district boards on female education has now been fixed at a higher level than in previous years. The decrease in expenditure by local boards will thus probably be arrested in some parts of India. Bengal reports that European missions which have rendered valuable services in connection with the expansion of primary education of Indian girls, particularly of the backward communities, are hampered by lack of adequate funds. Retrenchment is reported from the Punjab and from Assam. In the former province some municipalities made drastic reductions in the salaries of mistresses while other municipalities closed some of their

Expenditure.

girls schools. In Assam as a measure of economy the post of Inspectress of Schools was held in abeyance on the retirement of the permanent incumbent.

General. In the Central Provinces a conference of representatives of local bodies arrived at the conclusion that while the attendance of girls in boys schools should be encouraged the present system, under which separate schools are provided for girls, should be continued. In Burma a rule, which has been nominally in force since 1919 prohibiting co-education in Anglo-vernacular schools above the age of 12 was abolished during the year, the matter being now left to the discretion of the managers of schools. In Bihar and Orissa the number of girls reading in boys schools has diminished considerably probably due to the withdrawal of the capitation grant which was formerly given to teachers in boys schools on account of the attendance of girls in these schools. In Bengal the methods in vogue for imparting education to zenana women by house to house visitation and by instruction at central gatherings have been condemned. It was decided to reform the system of zenana education on lines which borrow certain features from the Parents' National Union scheme which has achieved signal results in England. The main object of the new scheme is to institute a correspondence system of instruction from a selected centre supplemented by a certain amount of visiting. The experimental centre will be at Dacca.

Madras reports that the Lady Willingdon Training College for Women commenced working as a separate college and that an aided training college under Mission management was also opened. The United Provinces report that the Isabella Thoburn College moved into its new and spacious building near the Lucknow University while the Punjab reports the opening of a science laboratory at the Government Intermediate College for Women at Lahore. The Government Girls High School, Lucknow, which has not been able to compete with the Muslim and Hindu High Schools was closed during the year and its buildings were made over to the Muslim Girls High School. It is reported that the change has been conducive to the comfort and happiness of the pupils and the staff and has led to an improvement in the enrolment of both boarders and day scholars. The drawback of distance which was so serious before has been overcome by the gift of two motor buses and the bait of a daily drive appears to have made the attendance in the preparatory section more regular.

The general policy of provincial governments in the matter of control of primary schools for girls is far from uniform. Bengal reports that model primary schools were deprovincialised at the close of the year and that in future they will be conducted by local committees as aided institutions. On the other hand the Central Provinces report that an allotment made for the improvement and extension of girls education was in part devoted to the provincialisation of a few aided primary schools.

Teachers.

One of the main problems of female education in India is the supply of a sufficient number of trained and qualified women teachers. The Central Provinces report the employment of men in place of women while the North-West Frontier Province rejoices in the opening of additional training classes. The United Provinces complain of the insufficiency of teachers even in urban areas and report that women teachers are more unwilling to live in rural areas than in towns with the result that the staffing of rural areas with women teachers is scarcely practicable in the present stage of female educational development in India. Bihar and Orissa on the other hand while pointing out that Hindu teachers have no difficulty in obtaining employment state that the demand for trained Mohammedan teachers is so very limited on account of the reluctance of Mohammedans to educate their daughters in schools that there are a few trained Mohammedan teachers not able to obtain suitable employment. A reorganisation of normal schools with a view to provide more adequate facilities for the practical training of student-teachers is reported from the Punjab.

Inspection.

The Punjab reports a reconstruction of the Women Inspectorate and an increase in the number of Assistant Inspectresses, while Burma reports a reorganisation of the Women's Educational Services involving additional inspectresses, deputy inspectresses and teaching posts.

VIII. Training of Teachers.

Numerical

The total number of teachers employed in secondary and primary schools in India was 340,532 of whom 149,814 or 43 per cent. were trained, the corresponding figures of last year being 324,305 and 137,115 and 42 respectively. It is satisfactory to observe not only that the actual number of teachers has increased considerably but that the percentage of trained teachers has also increased.

The following statement gives the number of teachers under training during each of the last two years.

Type of institution.	For men.		For women.		Total.	
	1923.	1924.	1923.	1924.	1923.	1924.
In Training Colleges . .	984	991	99	91	1,083	1,082
In Normal and Training Schools	21,32	21,332	4,074	4,199	25,397	25,531
Total . .	22,307	22,323	4,173	4,290	26,480	26,613

It will be observed that there has been a slight increase in the number of women under training but that the number of men under training is practically constant.

A reference to table I of the year under review and to the corresponding table of last year will indicate that while there has been a slight increase in the number of normal and training schools for women (from 142 to 151) there has been a reduction from 782 to 647 in the number of normal and training schools for men.

and financial

In some provinces a policy of amalgamation of training schools was followed, mainly with the object of retrenchment in expenditure. Such retrenchment has not, however, had an altogether adverse effect, for we notice that while in Madras the number of schools was reduced from 68 to 64 yet their total strength increased from 4,704 to 6,148. In Bengal the hostile attitude of the Bengal Retrenchment Committee towards the principle of training itself proved a blessing in disguise. The Government of Bengal is reported to have reacted so strongly against the conclusions of the Committee that it decided to build eight new guru training schools and to proceed with the long delayed scheme for a new Training College for secondary teachers. Budget provision for a start with these schemes was made by the Council. The projects for new normal schools did not materialise owing to financial stringency. In the Punjab there has been a substantial decrease in expenditure notwithstanding an increase in the number of teachers under training. In Bombay a scheme to provide trained teachers according to the need of each district was worked out with a view to equalise the distribution of such teachers. In the United Provinces the number of normal schools remained constant but the number of training classes fell considerably. The qualifications and training requisite for teachers in primary schools is under consideration in connection with the expansion of vernacular education. In the Punjab there has been a marked increase in the number of agriculturist candidates in the vernacular training institutions. Retrenchment has, however, had an adverse effect in the Central Provinces where the posts of Director of Manual Training and Lecturer in Primary school methods remained in abeyance. In Assam where the scheme for a training college at Sylhet was held over for want of funds and in the North West Frontier Province where the number of stipends available at the Government Training College and Normal school was reduced as a measure of economy.

higher training.

The Muslim University at Aligarh opened a training college during the year and granted degrees in teaching and a certificate. In Bombay the secondary training college is now affiliated to the University and trains teachers for schools under every class of management. It was formerly an institution for training teachers for Government institutions only. A large number of Indians applied unsuccessfully for admission to the training class of the Burma University College Department of Education. Difficulty is experienced in finding employment for Indians who have passed out of it, for an Indian schoolmaster does not readily adapt himself to conditions in Burmese Anglo-Vernacular schools. It is a matter of great regret that no Burmese men joined the class.

Admissions on a communal basis.

With a view to encouraging the recruitment of non-Brahmin teachers the Government of Bombay laid down that fifty per cent.

of admissions to Primary Training Institutions in the Marathi and Kanarese districts should be reserved for those classes of the community which relatively are neither advanced nor backward educationally, namely the agricultural and artisan classes, and ten per cent. for the backward castes, the remainder being available for open competition.

Pay.

The Government of Bihar and Orissa accepted generally the view that Middle Vernacular trained teachers should be paid not less than Rs. 12 a month and that Upper Primary trained men should receive a minimum salary of Rs. 9 a month. These amounts should be raised by Rs. 2 in municipal areas and by a further Rs. 3 in free schools.

Organisation, curricula and methods of training.

Organisation, curricula and methods of training are continuously under review in most parts of India, and experiments are reported from some provinces. The United Provinces report that the curriculum for the vernacular teachers' certificate was revised and improved in accordance with the recommendations of a committee which considered the training of teachers. In the North-West Frontier Province a revised curriculum was introduced for the training of primary school teachers. The conditions for the award of special certificates to untrained teachers were made more stringent and the number of such certificates has been limited. In Bihar and Orissa a committee was appointed to advise as to the system of training to be adopted in elementary training schools. The lack of a demonstration school under the control of the Patna Training College handicapped the organisation of the practical work. The Cuttack Training College also experienced difficulty in satisfactorily arranging for practical work. In the Punjab a one-year course has been substituted for a two year Junior Anglo-Vernacular course in certain institutions with some measure of success. Experiments at Moga conducted by Mr. W. J. McGee in training rural teachers by the "Project Method" are reported to be very successful. In Assam the normal and training schools suffer from the lack of suitable text books in Assamese. The abolition of the Middle Vernacular School Leaving Certificate examination has had the effect of lowering the educational qualifications of students under training in normal schools. A new development has been the employment of Matriculates in village schools and the question of their training is engaging attention. As an experimental measure a number of Matriculates were admitted without stipends in the normal schools. A variation of the Dalton Plan is being tried in two of the practising schools attached to the Jorhat Normal School. Bengal reports that at the David Hare Training College, a course of lectures on Hygiene was organised by the Bengal Social Service League for the benefit of the students under training. In five normal schools in the Punjab scout troops were organised amongst the prospective primary and middle school teachers.

Women teachers.

Bengal reports that most of the collegiate trained women teachers proceed upcountry where higher salaries are offered to

them. This is not universally the case. Women usually prefer to teach either in the immediate neighbourhood of their own homes or in the larger cities where the amenities of life for an educated woman are usually greater than they are in upcountry stations. In the Marathi districts of Bombay the facilities for the training of women teachers are excessive rather than inadequate. It is suggested that the reason for the comparatively large number of women who are prepared to undergo training may be that they command a higher value in the matrimonial market partly because their earnings are a welcome addition to their husband's income and partly because they are better educated. There is no doubt however but that the spirit of emancipation and independence which is fast growing among women in India tends to make them take to teaching as an obvious means of earning their own livelihood.

In the Punjab the Government normal schools at Gujranwala and Sialkot for women teachers were closed and instead a junior training class was attached to the Lyallpur High School. The North-West Frontier Province notes that a senior vernacular training class for women was opened by the C. M. S. at Peshawar and that there is a proposal to open a similar class in connection with the Arya Kanya Pathshala, Dera Ismail Khan. Burma reports that the Anglo-Vernacular kindergarten training course for girls and women became increasingly popular. In the United Provinces the position of the training classes for women teachers in European schools was considered and new regulations framed. A three years' course has now been added which will include a training course and additional study in preparation for the Cambridge Higher Certificate Examination.

Special classes.

The Chelmsford Training College for Europeans was transferred to Ghora Gali from Sanawar and a new syllabus for the class was drawn up. Burma reports that the two Monastic training classes at Mandalay and Moulmein continued their work successfully, but that the consensus of opinion in Burmah is unfavourable to the attempt to combine the monastic and the teaching vocations. It is believed that young *upazins* have been attracted to these classes mainly by the provision of English teaching. The Punjab reports that the training classes for demobilised soldiers were continued at Gujarkhan and Rohtak.

IX. Other Professional and Technical Education.

The following table gives statistics regarding institutions for professional and technical education. The total number of institutions has increased by ten per cent. and the total number of pupils by nearly six per cent. A regrettable decrease is noticed however in the number of pupils reading in medical schools and colleges.

A fall has also taken place in the numbers reading in Forest and in Veterinary Colleges.

Type of institution.	1923.		1924.	
	Schools.	Scholars.	Schools.	Scholars.
Law colleges and schools	13	5,662	13	7,351
Medical colleges and schools	35	9,543	34	8,936
Engineering colleges and schools	17	2,750	18	2,730
Agricultural colleges and schools	18	1,001	20	999
Commercial colleges and schools	126	8,667	141	8,958
Forest colleges	2	175	2	169
Veterinary colleges	3	323	3	292
Technical and industrial schools	279	16,051	316	17,260
Schools of Art	13	1,550	9	1,711
TOTAL	506	45,727	556	48,406

Many of these institutions are not under the control or supervision of the provincial Educational Departments and the reports of Directors of Public Instruction do not contain full information on their activities. The following notes are however culled from the provincial reports on Education:—

Law.

Bihar and Orissa report the reorganisation of the staff of the Patna Law College and a large increase in the enrolment in the law classes.

Medical.

Punjab reports that great difficulty is experienced in providing sufficient clinical material for the practical training of medical students at Lahore especially in midwifery and gynæcology inspite of the fact that the Madras Government has reserved 720 cases for Punjab students. To meet the difficulty it has been suggested that the number of new admissions be limited to 60. At the Medical School, Amritsar, a new block was constructed for the Chemistry and Physics Laboratory and a dark room was added for the teaching of practical ophthalmology, otology and laryngology. The demand for lady doctors is still in excess of the supply—a remark which applies to the whole of India.

Engineering

Bombay reports that plans have been prepared for the extension of the Poona Engineering College workshops and physical and electrical engineering laboratories and that an increase in the number of admissions to the college is under consideration.

At the Bengal Engineering College, Sibpur visiting lectures were delivered on irrigation and sanitary and structural engineer-

ing and the construction of the new barrack for Anglo-Indian students and the installation of the sewerage system were in process of completion. At the Ahsanullah School of Engineering, Dacca, proposals for the permanent duplication of the Upper subordinate classes to meet the demand for this kind of training were under consideration and the rate of tuition fees for the Upper and Lower Subordinate Departments was raised. The construction of a permanent building for the Mainamati Survey School has been approved. It is proposed to revive the original scheme of training eight passed students annually in mine-surveying in the coalfields. In the civil engineering department of the Thompson Civil Engineering College, Roorkee, United Provinces, the special courses in Railways, roads and tunnels have been abandoned while the course of civil engineering design has been extended and developed on scientific lines. The Punjab reports that there were 360 candidates for admission to the Government School of Engineering, Rasul, of whom only 50 could be admitted and that the new Maclagan Engineering College, Moghulpure, started work with 118 students, about 600 applications for admission having been received. Bihar and Orissa report that the Orissa School of Engineering was opened and that preparations for the opening of the Bihar College of Engineering were almost completed. The latter college is in process of being affiliated to the Patna University and will serve as a recruiting ground for the Indian Service of Engineers, Indian Branch. Admission to the Nagpur Engineering School is gradually being restricted to residents of the Central Provinces and Berar even then, there were at the last Entrance Examination 82 candidates for 35 vacancies.

Commerce.

A small informal conference with a few representatives of commercial interests in Bombay was held regarding secondary commercial education; it is proposed to institute a special examination open to students who have attended a school recognised for the purpose at a stage corresponding to the Matriculation. The popularity of the Sydenham College of Commerce, Bombay, continues; only one-fourth of the applicants were able to be admitted. Proposals are under consideration to utilise it for the training of Railway traffic officers. The usual examination for the certificate granted by the Accountancy Diploma Board—a certificate that is accepted as a qualification for auditors throughout India—was held at Allahabad, Bombay, Calcutta, Madras and Rangoon. Fifty-five out of 242 candidates were successful, none of whom sat at Calcutta. The committee appointed by the Government of Bengal to draw up a scheme for instituting a separate examination in Accountancy in Bengal under the control of the Government Commercial Institute submitted a report which is under consideration. The question of the deprovincialisation of this Institute, a recommendation of the Retrenchment Committee, was also examined but no decision was reached. In place of the Government Institute of Commerce which is now closed a post Matriculation course in Commercial subjects was opened at the Central Model School, Lahore. Rangoon is well supplied with commercial schools but Burmah reports that adver-

tisements published with a view to attract students were not always strictly accurate.

Agriculture.

At the Agricultural College, Lyallpur, the tutorial system was introduced, and a pasteurising plant has been installed in the college dairy. It is gratifying to note that inquiries from private farmers and from firms for the services of graduates in Agriculture are increasing. The number of middle schools in the Punjab teaching agriculture shows an increase from 43 to 60 an increase which is attributed to the present policy of the Punjab Government. The main features of that policy are—payment by Government of the teachers' allowance of Rs. 10 per mensem in board middle schools, permission to have small school gardens instead of three acre farms, contribution by Government of Rs. 100 per annum towards the cost of a three-acre farm and of Rs. 30 per annum towards that of a school garden, as well as an initial grant of Rs. 300 for each garden. The teaching of agriculture in high school centres is improving, but some doubt is cast on its practical value.

Other Technical and Industrial Schools.

The new buildings at Matunga of the V. J. Technical Institute Bombay were opened; the cost was Rs. seventeen lakhs towards which Government gave a grant of Rs. 6·80 lakhs. The whole of the dismantling of the plant at Byculla and its re-erection at Matunga was done by the staff and students, a very creditable performance. The great weakness of nearly all technical schools in Bombay is reported to be the poorness of the staff due largely to the low salaries offered. In order to remove defects in the teaching of industrial subjects a training class for teachers in the Punjab was suggested. In Madras a scheme for the training of higher elementary grade teachers in modern methods of weaving was sanctioned during the year. In the Government Technical Institute, Insein, (Burma) a revised scheme for training stipendiary apprentices in workshops was introduced, while the senior staff was strengthened in order that more advanced teaching might be provided in accordance with the recommendations of a committee appointed in 1921 to investigate the affairs of the Institute. It is observed that the Saunders Weaving Institute, Amarapura, Burmah, exhibited Rs. 4,000 worth of silks and cottons at Wembley. Bihar and Orissa report that a silk institute was opened during the year at Bhagalpur, that schemes for a cottage industries institute at Gulzarbagh and the Tirhut Technical Institute, Muzaffarpur were sanctioned and that the Jamshedpur Technical Institute has not yet been fully organised, since its buildings were not completed and a Principal appointed.

Schools of Art.

The Sir J. J. School of Art, Bombay, was largely occupied with work for the Wembley Exhibition, the painting classes being responsible for decorating the ceiling panels, painting the friezes and the production of large mural paintings for the walls. Bengal reports that the control of the Government School of Art, Calcutta was retransferred to the Education Department. The architectural section was responsible for a design for the Mrs. Graham Memorial Entrance at Kalimpong and the design section for a certificate for the Calcutta Exhibition.

X. Education of special classes.

(i) Chiefs' Colleges and the education of chiefs and nobles.

A conference of the principals of the five Chiefs' Colleges in India was held at Ajmer in February. Such conferences should prove of great value in the inspiration that is to be derived when teachers and principals from different institutions meet together compare notes, consider the application to their own institutions of principles and policies adopted in other institutions, discuss their common difficulties and co-operate in their endeavours to solve them. The financial stability of the different colleges varies greatly. The Rajkumar College, Raipur, has established an endowment fund which has placed the college in a strong financial position—stronger indeed than when it received financial aid from Government. As regards its financial prospects, the Rajkumar College, Rajkot, is also in an enviable position, due to the sustained interest in its welfare taken by its old boys, so many of whom are Ruling Chiefs. The financial position of the Mayo College, Ajmer, has improved since last year; the budget has now been made to balance and the college authorities expect to have a small amount in hand each year to carry out necessary improvements. The financial position of the Aitchison College, Lahore, on the other hand, continues to give cause for anxiety. Grants have been curtailed, while owing to a decrease in the number of Kumars reading in the college the income from fees has fallen considerably. The timely assistance given by several ruling princes has, however, compensated for the reduction in the Government of India grant. A revised constitution has been prepared for the Daly College, Indore, its main object being to associate ruling chiefs more directly in the control of the College by means of a General Council and a working committee, the control formerly exercised by Government being almost completely delegated, entailing increased responsibility on the part of the electors of the General Council for adequate development of the College.

There is little to report regarding the Colvin Taluqdars' School, Lucknow. Its enrolment was 78 and its staff remained unchanged. An annual medical examination of all wards studying in the school is now held. During the September floods the school was completely isolated for eleven days and non-resident masters and day boys were unable to attend. During the year under review 26 boys of the Nazamat family, Murshidabad, who lived in a special hostel under the supervision of a European officer, attended the Nawab Bahadur's institution at Murshidabad which is also open as an ordinary high school to all communities.

(ii) European education.

The number of schools for Europeans showed a slight decrease chiefly in the number of primary schools for girls. The number of pupils, however, increased slightly chiefly in middle schools for girls. Bombay reports, however, a decrease and fears that such decrease is likely to continue.

Expenditure on European schools increased by nearly 1·4 lakhs of rupees in institutions for boys. It decreased by less than a quarter of a lakh of rupees in institutions for girls while a decrease

of three lakhs is shown on inspection, buildings and miscellaneous items. Collections from fees as well as expenditure from Government funds have, however, both increased. A special grant of Rs. 30,000 was paid to the La Martiniere School in Calcutta for liquidation of debt.

In Bengal persistent endeavours were made to persuade the three religious bodies who have particularly interested themselves in European education in the province to adopt a definite policy of co-ordination in the absence of which the work hitherto done by European schools has suffered considerably. In Bombay an event of great importance in the history of European education was the laying of the Foundation Stone of the great hall of the Bombay Education Society's high schools for boys and girls at Deolali. These schools, known as the Barnes schools, stand 2,000 feet above sea level and are designed to accommodate 600 girls and boys. The policy of concentration of educational effort with its resulting economy has been well served by this scheme for not only has the old Indo-British Institution been already amalgamated with these schools but also plans have been discussed for absorbing the Scottish Orphanage at Mahim. These schools will attract pupils of certain Railway middle schools thus enabling the Railway Company to concentrate their efforts on maintaining efficient infant and primary schools thus affecting a considerable saving on staff. Bihar and Orissa report that considerable progress has been made with the construction of buildings for a Boys' European school at Ranchi which will provide facilities for the education at a moderate charge in a good climate of many of the European and Anglo-Indian children who are now sent to hill schools in other provinces. The Punjab reports the revival of an old custom in the holding of an informal conference of such representatives of European schools as happen to be in Lahore during the winter—a conference where a great deal of useful work was done in the matter of suggestions for improvement of curriculum and subjects of examination.

There is a large and ever increasing demand made on managers of European schools to admit Indians—a demand which is being met in practically every province in India the former restriction limiting to 15 per cent. of the total enrolment the number of Indians admitted having been modified. The eagerness with which well-to-do Indians apply for the admission of their children to European schools is a testimony to the value of the teaching and discipline in these schools. Burma reports that in Rangoon the percentage of non-Europeans in schools for Europeans was as high as 28 and would be much higher if facilities existed for handling the large numbers of pupils that desired a purely English education. This demand was largely due to the prominence given to the vernacular language being used as the medium of instruction in Anglo-Vernacular schools up to the end of the Middle school stage; parents fear that English will thus be neglected. This province also reports that the increasing demand of non-European students for admission into European schools has resulted in some lowering of standard. Bombay reports a much larger number of European pupils in Eng-

lish teaching and Anglo-Vernacular schools, the possibility being thrown out that parents are finding it more difficult to meet the comparatively high fees in European schools, some being compelled to send their children to "English teaching" schools in which the fees are lower. The Central Provinces refer to the great amount of destitution prevailing in the Anglo-Indian Community in the years following the war, while Bombay reports considerable apprehension among the domiciled European community regarding the prospects of employment for their children in the near future.

The Central Provinces remark upon one of the weaknesses of European education namely the lack of qualified teachers. Although salaries have been increased there is little improvement in the qualifications of the staffs employed; and teachers after leaving the training colleges seldom keep abreast of modern pedagogic developments. The necessity for additional training facilities for European teachers has received the attention of some governments. In Madras a training school for women teachers in European schools has been started at Lovedale associated with the Lawrence Military School in that place. The Chelmsford Training College was transferred from Sanawar to Ghoragali, considerable economy being achieved by the transfer together with a strengthening of the staff of the Boys School at Ghoragali.

Burma expresses a fear that there has been an unconscious lowering of standards by examiners or by the Secondary School Board, examiners' reports being in general increasingly unfavourable. The high school examination of European schools has been recognised by the Board of High School and Intermediate Education in the United Provinces as equivalent to the Board's high school examination. In Bombay European schools prepare their pupils almost exclusively for the Cambridge Local Examinations. During the year the Cambridge Higher Local Examination was abolished and the Oxford Higher Local Examination took its place, all the candidates appearing from Bombay for this examination being successful.

Since the advent of the Reforms, which made European education a provincial subject, provinces have been considering the adaptation, to suit the conditions of their own provinces, of the code of regulations for European schools which was formerly an all-India code. A new code was issued in the United Provinces during the year while Bengal reports that a new code is under preparation. The Central Provinces remark upon the neglect of the vernaculars in European schools—a matter which is now being considered by the European High School Board in that province.

Very successful singing competitions have been organised in various European centres in India, particularly in Madras and in Bengal. Their success gave evidence of the high standard of excellence in singing in many European schools.

(iii) Education of Mohammedans.

As will be observed from the subjoined table the total number of Mohammedans receiving education shows a satisfactory increase, the percentage increase in collegiate classes being greater than that

in school classes. The community is making strenuous endeavours to place itself on a footing of equality in higher education with other educationally more advanced communities.

Type of Institution.	No. of Muhammadan scholars.		
	1922.	1923.	1924.
Arts Colleges	5,424	5,715	6,472
Professional Colleges	1,544	1,505	1,724
Secondary and Primary Schools . . .	1,710,910	1,828,481	1,951,805
Special Schools	42,083	70,576	88,397
Unrecognised Institutions	206,481	199,493	210,253
Total .	1,966,442	2,105,770	2,258,651
Percentage to Population	3·3	3·6	3·8

It will be further observed by reference to table IV A, that while less than 4 per cent. of the total number of Hindu scholars are reading in unrecognised schools, nearly 10 per cent. of the total number of Mohammedan scholars are reading in unrecognized schools—generally in schools of the Mullah type where religious instruction and observance based on the teachings of the Koran form the whole or the greater part of the education imparted. The United Provinces report that while the number of the Hindus under instruction has increased by over six per cent., that of Mohammedans has increased by over nine per cent.; while in Arts and Intermediate colleges the increase of Mohammedans is nearly 39 per cent. Bihar and Orissa report a welcome increase in the number of Urdu Middle schools while training schools for Mohammedan teachers were, with one exception, full or nearly so. In Bombay, excluding Sindh, Mohammedans are more advanced in education than are non-Brahmin Hindus; they have made much more rapid progress in education, especially in collegiate and in primary education, than have the cultivating and artisan Hindu classes. In Sindh, however, Mohammedans are educationally backward. While the total number of Mohammedan pupils in Bengal has increased a slight decline is, however, noticed in the high and middle stages in that province; the greatest increase has taken place in the primary stage of instruction and in special schools, the increase being due to the growing popularity of maktabs and reformed madrassas; the senior and junior madrassas of the reformed type are more in demand than are those of the orthodox type, the reformed type being really high and middle schools on an Islamic basis. Over 42 per cent. of the Muslim boys at school in Bengal receive instruction in maktabs

which, by reason of their secularised course, form an important link between the indigenous schools on the one hand and the secondary schools on the other. The Punjab reports that the last few years witnessed among Mohammedans a wholesome discontent with their position in the field of education and a keen desire among the leaders of the community to improve this position. A new spirit has been manifested in the greater activity by Anjumans and other bodies and by special efforts in connection with the annual Mohammedan Educational Conference.

It is gratifying to note the spread of education among trans-Frontier tribes; 48 boys from the North West Frontier agencies are reported to be reading at the Islamia College or Collegiate School. These include seven Mahsuds from Wana, two Waziries from the Tochi Valley, two Turis from the Kurram, fifteen Afridis from the Khyber, nine boys from the Swat Valley, three boys from the territories of the Nawab of Dir, a contingent of ten from Chitral and one Arab from Mesopotamia.

Bombay reports that their policy of opening more central Urdu schools for boys continues. These schools serve as a recruiting ground for teachers in Urdu schools in which at the present time a comparatively large number of unqualified men are employed. Burma reports that unusual interest in education prevailed among the community with a demand for more middle schools with its supplementary demand for teachers who have undergone superior training. Bengal reports as a measure of economy the deprovincialisation of all model maktabs which are to be conducted in future on a grant-in-aid basis. Madras reports that a long established High School for Mohammedans maintained by a Missionary society has been given up, but that the Mohammedan Educational Association of South India has stepped in and supplied funds towards the cost of the maintenance of the school pending a transfer of management. The United Provinces report the appointment of special supervisors for the inspection of maktabs, the scheme being worked on an experimental basis on the success of which it is as yet too early to express an opinion. Bengal reports that the tuition fees in all Government Madrassas were increased while Assam reports that steps have been taken to institute a public examination at the end of the junior Madrassa stage.

One of the main practical difficulties which has to be contended with in the education of Mohammedans is that of the vernacular of instruction. Except in the case of the Mopillas who speak Malayalam, of the Mohammedans of Sind who speak Sindhi and of some other groups or classes of Mohammedans in various parts of India who also speak the vernacular of the area in which they reside, the majority of Mohammedans demand instruction through Urdu. This difficulty is specially referred to in the reports from the Central Provinces and from Burma. In the Central Provinces Marathi as a second language was made a compulsory subject of instruction in the Urdu Primary schools in Berar. The problem in Arakan, a part of Burma, is reported to be complicated by the fact that except in Sandoway where Mohammedans have adopted

Burmese language and customs, the mother tongue is often Bengali. Added to this there is a demand for teaching English in Mohammedan special schools and officers have viewed with some concern the growth of an educational system which leaves citizens of Burma unacquainted with Burmese and unable to follow the avenues of employment open to educated people in Burma. The difficulty of obtaining bilingual or rather tri-lingual teachers is a serious obstacle to the advance of Mohammedan education, and the conflicting claims of Burmese, Urdu, Bengali and English form a problem which Burma finds difficult to solve. There is moreover evidence of considerable difference of opinion in Arakan on the language problem within the community most interested. Meetings have been held at several centres to discuss it and their resolutions show that the economic necessity to learn Burmese is generally admitted except in a few localities but that Mohammedans everywhere cling to Urdu for religious and sentimental reasons. Where local educational authorities consider it inadvisable to insist on Burmese being taught in their vernacular schools the local Government is not prepared to insist upon it. They do, however, consider the teaching of Burmese in all Vernacular schools an end to be kept in view and attained as soon as practicable.

Bengal reports that manual instruction in weaving, tailoring, carpentry and smithy was given, though spasmodically, in some of the junior madrassas. The demand for technical instruction of this kind is on the wane with the subsistence of the non-co-operation movement and the realisation that instruction of this kind valuable as it may be in some cases as a part of general education has little vocational value at the school stage.

The education of Mopillas is still receiving attention from the Madras authorities. The special training school for Mopillas has been raised in status while a committee of five persons was appointed for the compilation of a text book in Malayalam containing selections from the Koran and the Kitabs suitable for use in schools. A report from the Laccadives contains the interesting observation that the attempts of a new teacher to teach the boys the rudiments of drill were regarded with some suspicion by the islanders as being the first step towards the carrying off of their children to some distant war.

In Sind the total number of Mohammedan pupils decreased, the decrease being due to a falling off in the number of Mulla schools and of private institutions. The scattered nature of the population in Sind is no doubt a serious obstacle in the way of the spread of education there but it is reported that indifference on the part of the Mohammedans themselves rather than the lack of facilities for education appears to be mainly responsible for their backward condition. The decrease in the number of registered schools is due to the fact that inefficient schools are gradually being weeded out, one result of which is that the standard of work done is steadily rising. Of late years there has been a steady rise in the quality of the secular education imparted in Mulla schools and these schools must play an important part in the spread of primary education

among the Mohammedans of Sind. The Government of Bombay appointed a committee consisting of Mohammedan officials and non-officials to enquire into the Mullah system and their position in the educational organisation and system of Bombay. During the last few years political troubles have been responsible for a distinct setback from which the province is, however, now recovering. The Khilafat agitation is said to have spent itself and some of the mullas who gave up the government grant are now applying for their schools to be registered again. It is interesting to note, that a contribution of one lakh of rupees towards Mohammedan education was made by a private benefactor to a boys madrassa. The awakening consciousness of the Mohammedan community to the value of Western education linked with their traditional belief in the intrinsic goodness of an education based upon religious instruction and observance, where it results in the grafting of Occidental methods of teaching—Critical and Scientific—on an already existing oriental indigenous system of education, gives hope of a resultant system, which will, it is thought by some, make for gradual, slow but sure and stable development, will retain the learning of the orient and not forming two widely separated educated groups—one distinctly occidental, the other decidedly oriental, will be the mainstay of the series of educational systems—recognised and unrecognised—of the country.

(iv) Reformatory Schools.

Bombay reports that weaknesses in the system of reformatory schools are that many of the boys after their discharge drift back to towns and villages and the majority do not follow the trades they have been taught. To keep in touch with boys after their discharge "after care" committees in various localities are needed the members of whom will keep an eye on them and help them in their difficulties. In the Reformatory School at Delhi an experiment was tried during the year of licensing a number of boys to a firm for training under careful supervision. The training was quite successful, but almost all the boys returned to their homes at the end of it, instead of continuing in employment.

APPENDIX.

General Educational Tables, 1923-24.

INDEX.

	PAGE.
General Summary of Educational Institutions and Scholars	52
General Summary of Expenditure on Education	53
Explanations	54
I. Classification of Educational Institutions	55
II-A. Distribution of Scholars attending Educational Institutions for Males	56
II-B. Distribution of Scholars attending Educational Institutions for Females	58
III-A. Expenditure on Education for Males	60
III-B. Expenditure on Education for Females	63
IV-A. Race or Creed of Scholars in Institutions for the General Education of Males	66
IV-B. Race or Creed of Scholars in Institutions for the General Education of Females	67
V-A. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males	68
V-B. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females	69
VI. Teachers (Men and Women)	70
VII. European Education	71
VIII. Examination Results	72

General Summary of Educational Institutions and Scholars.

			Percentage of scholars to total populations.			
			Recognised Institutions.		All Institutions.	
Area in square miles	1,092,638		1924	1923	1924	1923
Population—						
Males	126,919,836	Males	5·71	5·36	6·16	5·80
Females	120,187,505	Females	1·19	1·14	1·26	1·21
Total	247,107,341	Total	3·51	3·31	3·77	3·48

	Institutions.			Scholars.			Percentage of scholars in each class of institution.
	1924	1923	Increase (+) or decrease (—).	1924	1923	Increase (+) or decrease (—).	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS.							
For Males.							
Arts Colleges	156	160	—4	55,051	(c) 50,816	+4,235	0·74
Professional Colleges	59	52	+7	15,935	(c) 14,072	+1,863	0·21
High Schools	2,187	2,082	+105	636 178	592,582	+43,596	8·20
Middle Schools	6,332	6,108	+224	677,742	631,5 1	+46,851	8·77
Primary Schools	144,430	139,095	+5,335	6,137,587	5,812,306	+325,281	79·40
Special Schools	6,330	5,447	+883	207,260	171,319	+35,941	2·68
Totals	159,494	152,944	+6,550	7,72 ,953	7,272,686	+457,267	100
For Females.							
Arts Colleges	14	14	..	1,103	1,062	+41	0·12
Professional Colleges	8	7	+1	(a)184	(b)186	—2	0·02
High Schools	237	230	+7	42,216	39,416	+2,800	4·47
Middle Schools	648	624	+24	72,416	67,816	+4,600	7·67
Primary Schools	23,583	22,920	+663	818,047	787,810	+30,237	86·65
Special Schools	287	273	+14	10,084	9,999	+85	1·07
Totals	24,777	24,068	+709	944,050	906,289	+37,761	100
UNRECOGNISED INSTITUTIONS.							
For Males	32,197	31,418	+779	585,235	560,858	+24,882	..
For Females	2,663	2,242	+421	57,416	51,762	+5,654	..
Totals	34,860	33,660	+1,200	642,651	612,115	+30,536	..
GRAND TOTALS	219,131	210,672	+8,459	9,316,654	8,791,090	+525,564	..

Note.—There are also 18 Universities in British India which are not shown separately in this table.
(a) Includes 85 scholars for Arts Colleges in Delhi.
(b) „ 83 „ „ „ „
(c) Revised.

General Summary of Expenditure on Education.

	Total Expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1924	1923	Increase (+) or decrease(—).	Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10.	11	12
Direction and Inspection.	Rs. 94,43,391	Rs. 93,42,751	Rs. +1,00,640	97·3	2·7	..	..	Rs. As. P. ..	Rs. As. P. ..	Rs. As. P. ..	Rs. As. P. ..	Rs. A. P. ..
Universities . .	77,59,557	67,79,360	+9,80,197	47·2	..	37·2	15·6	..	..	..	..	..
Miscellaneous*. .	3,97,79,972	3,83,98,654	+13,81,318	40·2	12·0	15·7	32·1	..	..	..	..	..
Totals . .	5,69,82,920	5,45,20,765	+24,62,155	50·6	8·8	16·0	24·6	..	..	..	..	..
Institutions for Males												
Arts Colleges . .	96,96,965	96,08,130	+88,835	44·8	0·3	42·3	12·6	86 13 5	0 10 6	81 15 4	24 7 2	193 14 5
Professional Colleges.	55,34,275	53,77,513	+1,56,762	74·8	0·2	22·8	2·7	257 15 0	0 12 10	79 3 0	9 6 0	347 4 10
High Schools . .	3,27,91,153	3,03,97,113	+23,94,040	32·9	2·2	51·2	13·7	16 4 10	1 1 7	25 5 3	6 12 4	49 8 0
Middle Schools. .	1,48,60,274	1,43,25,303	+5,34,971	36·9	22·0	28·4	12·7	8 1 6	4 13 3	6 3 4	2 12 8	21 14 9
Primary Schools .	4,80,37,749	4,57,77,553	+22,60,196	55·0	25·7	9·8	9·5	4 4 10	2 0 3	0 12 3	0 11 11	7 13 3
Special Schools .	1,25,99,158	1,29,98,142	—3,98,984	70·0	5·0	7·3	17·7	42 8 4	3 1 1	4 6 9	10 12 5	60 12 8
Totals . .	12,35,19,574	11,84,83,754	+50,35,820	48·7	13·8	25·8	11·7	7 12 6	2 3 3	4 1 11	1 14 1	15 15 8
Institutions for Females												
Arts Colleges . .	4,09,739	3,54,215	+55,524	58·4	..	13·1	28·5	238 11 10	..	53 10 9	116 11 0	409 1 7
Professional Colleges.	2,10,772	1,89,282	+21,490	73·8	..	1·4	24·8	1,044 5 6	..	20 2 7	350 1 2	1,414 9 3
High Schools . .	48,06,185	44,11,407	+3,94,778	45·9	1·6	31·6	20·9	51 9 3	1 12 1	35 8 7	23 8 2	112 6 1
Middle Schools. .	29,30,785	28,14,923	+1,15,862	40·1	12·0	13·6	34·3	26 3 7	4 13 11	5 7 11	13 14 1	40 7 7
Primary Schools .	85,07,081	79,64,967	+5,42,114	41·4	37·3	3·9	17·4	4 4 11	3 14 0	0 6 5	1 13 0	10 6 5
Special Schools .	17,44,135	16,64,723	+79,412	69·5	2·4	4·4	23·7	120 3 5	4 1 3	7 10 7	41 0 1	172 15 4
Totals . .	1,86,08,697	1,73,99,517	+12,09,180	45·8	19·6	12·7	21·9	9 0 5	3 13 8	2 8 2	4 5 2	19 11 5
GRAND TOTALS	19,91,11,191	19,04,04,086	+87,07,155	48·9	12·9	21·8	16·4	10 7 5	2 12 1	4 10 5	3 8 0	21 5 11

N.B.—For explanation of certain terms used in the tables please see overleaf.
* Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, substandard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the general summary and General Tables II A and B, IV-A and B, V—A and B, VIII and IX.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	13	..	13	..	..	..	..	..	..
Colleges :—												
Arts and Science*	28	1	..	65	13	107	2	..	..	5	1	8
Law	5	..	..	2	4	11	..	..	..	..	..	..
Medicine	6	..	..	1	..	7	..	..	..	1	..	1
Education	14	..	..	1	..	15	3	..	..	3	1	7
Engineering	5	..	..	1	..	6	..	..	..	..	..	..
Agriculture	5	..	..	..	..	5	..	..	..	..	..	..
Commerce	1	..	..	9	..	10	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	3	..	..	..	..	3	..	..	..	..	..	..
Intermediate and 2nd Grade Colleges.	17	..	1	42	12	72	3	..	..	5	..	8
Totals	86	1	1	121	29	238	8	..	..	14	2	24
High Schools	271	95	67	1,143	588	2,164	27	2	1	195	10	235
Middle Schools { English	107	202	130	1,814	646	2,899	22	..	6	215	14	257
Middle Schools { Vernacular	55	2,011	75	1,264	28	3,433	71	14	55	248	3	391
Primary Schools	1,737	44,568	3,273	81,301	13,551	144,430	392	3,856	1,200	15,345	2,790	23,583
Totals	2,170	46,876	3,545	85,522	14,813	152,926	512	3,872	1,262	16,003	2,817	24,466
Special Schools :—												
Art	5	..	..	3	1	9	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	19	..	..	1	2	22	2	..	..	2	..	4
Normal and Training.	360	196	14	74	3	647	52	2	4	90	3	151
Engineering	9	..	..	2	1	12	..	..	..	..	..	..
Technical and Industrial.	63	19	13	133	16	244	2	..	..	66	4	72
Commercial	4	..	1	29	90	124	..	..	..	7	..	7
Agricultural	8	..	1	1	4	14	..	..	..	1	..	1
Reformatory	7	..	..	1	..	8	..	..	..	..	..	..
Schools for Defectives.	2	..	..	22	..	24	..	..	..	4	..	4
Schools for Adults	10	929	86	1,196	585	2,806	..	2	..	8	..	10
Other Schools	59	8	48	1,787	516	2,418	1	..	..	86	1	38
Totals	548	1,152	163	3,249	1,218	6,330	57	4	4	214	8	287
Totals for Recognised Institutions.	2,804	48,029	3,709	88,892	16,060	159,494	577	3,876	1,266	16,231	2,827	24,777
Unrecognised Institutions.	..	19	1	54	28,965	32,197	..	..	..	21	2,578	2,668
Grand Totals, all Institutions	2,804	48,048	3,710	88,946	45,025	191,691	577	3,876	1,266	16,252	5,405	27,440

* Includes 3 *Oriental Colleges.*

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (*a*).									
Arts and Science (*b*) & (*c*)	12,037	10,073	4,095	71	68	67	57	54	11
Law	2,615	2,196	71	..	..	..	..	..	..
Medicine	3,001	2,949	671	..	..	..	..	..	..
Education	864	812	691	..	..	..	..	..	..
Engineering	1,150	1,024	909	..	..	..	..	..	..
Agriculture	567	526	513	..	..	..	..	..	..
Commerce	380	328	61	..	..	..	..	..	..
Forestry	157	155	105	..	..	..	..	..	..
Veterinary Science	292	262	282	..	..	..	..	..	..
TOTALS	21,063	18,325	7,398	71	68	67	57	54	11
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	31,026	70,190	11,993	28,976	26,179	1,457	24,005	21,149	685
„ Middle Schools { English	14,753	13,088	974	26,477	22,588	1,935	20,233	17,244	1,119
„ Middle Schools { Vernacular	6,106	4,673	860	271,454	208,375	23,038	11,336	9,429	462
„ Primary Schools	74,616	57,646	105	2,510,359	1,833,382	1,692	356,152	262,944	51
TOTALS	186,501	154,597	13,932	2,837,266	2,090,524	28,122	411,726	310,766	2,317
In Art Schools	1,479	1,221	113	..	..	..	..	..	..
„ Law „	124	95	..	..	..	..	..	..	..
„ Medical Schools	4,524	4,070	1,212	..	..	..	..	..	..
„ Normal and Training Schools.	16,301	14,989	10,578	1,909	1,825	1,209	188	182	72
„ Engineering Schools	1,194	1,055	390	..	..	..	..	..	..
„ Technical and Industrial Schools.	3,892	3,178	683	1,477	1,134	74	1,401	1,098	27
„ Commercial Schools	777	718	..	..	..	..	31	19	..
„ Agricultural „	207	183	128	..	..	..	20	17	..
„ Reformatory „	1,172	1,096	915	..	..	..	..	..	..
„ Schools for Defectives	47	53	13	..	..	..	..	..	..
„ Schools for Adults	395	359	..	23,725	18,668	..	3,141	2,058	..
„ Other Schools	4,074	3,187	694	434	300	75	1,539	1,077	..
TOTALS	34,246	30,204	14,726	27,545	21,927	1,448	6,270	4,401	99
TOTALS FOR RECOGNISED INSTITUTIONS.	241,810	203,126	36,056	2,864,882	2,112,519	29,637	418,053	315,221	2,427
IN UNRECOGNISED INSTITUTIONS.	..	..	..	1,093	351	..	24	..	..
GRAND TOTALS ALL INSTITUTIONS.	241,810	203,126	36,056	2,865,975	2,112,870	29,637	418,077	315,221	2,427

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.
(*b*) Includes 355 scholars also reading *Law*.
(*c*) Includes 328 scholars in *Oriental Colleges*, and 415 scholars in Benares Sanskrit College in the U. P.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
33,808	28,182	11,491	11,304	9,422	2,609	57,277	47,799	18,273	463
3,256	2,977	861	1,356	1,120	364	7,227	6,293	1,296	..
872	871	459	..	..	..	3,873	3,820	1,130	128
127	121	37	..	..	..	991	933	728	11
336	327	253	..	..	..	1,486	1,351	1,162	..
..	..	..	..	..	..	567	526	513	..
950	725	286	..	..	..	1,330	1,053	347	4
12	12	12	..	..	..	169	167	117	..
..	..	..	..	..	..	292	262	282	..
39,361	33,215	13,399	12,660	10,542	2,973	73,212	62,204	23,848	606
355,103	305,297	33,076	134,842	104,840	6,697	633,952	536,655	53,908	6,511
177,239	142,186	10,952	50,736	39,017	2,171	289,428	234,103	17,151	5,351
98,014	95,706	3,368	1,594	1,293	165	388,504	319,476	27,893	32,192
2,849,811	2,292,050	11,839	346,649	272,695	178	6,137,587	4,718,717	13,862	476,316
3,480,167	2,835,219	59,235	533,821	417,845	9,208	7,449,481	5,808,951	112,814	520,370
203	166	..	29	16	..	1,711	1,403	113	84
..	..	..	..	..	..	124	95	..	..
84	70	..	153	107	24	4,761	4,247	1,236	108
2,871	2,677	1,453	53	48	52	21,332	19,671	13,454	274
26	15	21	24	20	..	1,244	1,090	411	..
7,116	5,755	1,966	597	557	135	14,483	11,722	2,885	135
2,268	1,763	15	4,325	3,155	28	7,401	5,655	43	277
46	35	..	108	82	..	381	317	128	..
18	15	..	..	..	..	1,190	1,111	915	..
640	523	403	..	..	..	687	576	416	116
29,354	22,549	..	13,725	11,126	..	70,340	54,760	..	360
61,379	48,643	1,108	16,180	12,035	584	83,606	65,242	2,461	967
104,005	82,211	4,966	35,194	27,146	823	207,260	165,889	22,062	2,271
8,623,533	2,950,645	77,600	581,675	455,533	13,004	7,729,953	6,037,044	158.724	523,247
2,677	1,824	..	493.648	246.932	85	585,235	324,952	1,058	32,152
8,626,210	2,952,469	77,600	1,075,323	702,465	13,089	8,315,188	6,361,996	159,782	555,399

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (*a*).									
Arts and Science (*b*)	444	421	260	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	43	42	41	..	..	..	..	..	..
TOTALS	487	463	301	..	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	5,700	4,548	887	287	260	..	174	52	..
„ Middle Schools. English	2,864	2,061	194	..	..	..	590	437	..
„ Middle Schools. Vernacular	7,612	5,084	112	876	636	56	7,106	5,451	11
„ Primary Schools	24,265	16,725	2	175,141	125,717	21	103,173	70,159	..
TOTALS	40,441	28,418	1,195	176,304	126,613	77	111,043	76,099	11
In Medical Schools	79	76	57	..	..	..	..	..	..
„ Normal and Training Schools.	1,834	1,728	966	28	28	28	33	27	..
„ Technical and Industrial Schools.	21	17	10	..	..	..	..	..	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults	..	..	..	16	14	..	..	..	..
„ Other Schools	29	26	..	..	..	..	..	..	..
TOTALS	1,963	1,842	1,033	44	42	28	33	27	..
TOTALS FOR RECOGNISED INSTITUTIONS.	42,891	30,723	2,529	176,348	126,655	105	111,076	76,126	11
IN UNRECOGNISED INSTITUTIONS.	..	..	..	..	..	..	..	..	..
GRAND TOTALS ALL INSTITUTIONS.	42,891	30,723	2,529	176,348	126,655	105	111,076	76,126	11

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.
(*b*) Includes *nil* scholars in *Oriental Colleges*.

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
690	627	415	25	22	12	1,159	1,070	687	..
58	51	58	..	..	..	58	51	58	..
48	53	40	..	..	..	91	95	81	..
796	731	513	25	22	12	1,308	1,216	826	..
34,788	30,046	11,304	1,246	1,002	373	42,195	35,908	12,564	4,536
24,955	21,066	7,583	971	748	268	29,380	24,312	8,045	3,720
27,225	22,690	2,778	217	187	145	43,036	34,048	3,102	4,464
456,445	355,365	9,218	59,023	45,352	243	818,047	613,318	9,484	29,549
543,413	429,167	30,883	61,467	47,289	1,029	932,658	707,586	33,195	42,269
165	156	..	..	..	..	244	232	57	..
2,278	2,103	1,387	26	23	26	4,199	3,904	2,407	7
2,666	2,245	971	90	72	15	2,777	2,334	996	48
227	160	75	..	..	..	227	160	75	..
51	48	..	..	..	..	51	48	..	..
597	421	15	..	..	..	613	435	15	..
1,088	1,511	275	6	7	..	1,973	1,544	275	226
7,922	6,644	2,723	122	102	41	10,084	8,657	3,825	281
552,131	436,542	34,119	61,604	47,413	1,082	944,050	717,459	37,846	42,550
2,406	1,939	..	52,820	6,812	..	57,416	10,585	..	5,255
554,537	438,481	34,119	114,424	54,225	1,082	1 001,466	728,044	37,846	47,805

C

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes, Rs. 41,34,994 spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.												
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Arts Colleges	27,94,310	..	2,580	9,58,660	34,561	37,90,111	..	..	..	..	9,908	9,908
Professional Colleges :—												
Law	11,171	..	..	1,79,521	90	1,90,782	..	..	..	..	..	..
Medicine	13,51,210	..	..	4,92,881	6,795	18,50,886	..	..	..	..	..	..
Education	8,52,394	..	..	320	4,182	8,56,896	..	..	..	..	..	..
Engineering	8,01,275	..	..	1,18,712	1,20,869	10,40,856	..	..	..	..	..	..
Agriculture	3,00,204	..	..	10,471	488	3,11,163	..	..	..	..	..	..
Commerce	26,140	..	..	59,030	..	85,170	..	..	..	..	..	..
Forestry	2,69,543	..	..	..	..	2,69,543	..	..	..	..	..	..
Veterinary Science	3,97,281	..	..	16,922	..	4,14,203	..	..	..	..	..	..
Intermediate Colleges	6,54,978	..	..	2,24,940	8,850	8,88,768	4,000	..	..	4,848	24	8,872
Totals	74,58,506	..	2,580	20,61,457	1,75,835	96,98,378	4,000	..	..	4,848	9,932	18,780
School Education. *General.*												
High Schools	46,54,142	309	9,726	24,41,520	27,971	71,33,668	4,77,908	2,69,373	2,05,944	12,52,852	28,107	22,34,184
Middle Schools—												
English	6,92,131	3,100	..	2,63,578	1,504	9,60,313	5,80,052	2,02,996	2,48,907	5,52,192	17,860	16,02,007
Vernacular	1,64,350	..	..	4,124	..	1,68,474	23,73,992	14,22,657	1,70,073	5,01,571	46,493	45,14,786
Primary Schools	8,65,486	16,786	5,000	15,455	12,486	9,15,213	2,11,76,275	54,79,738	33,40,108	9,58,649	1,75,251	3,11,30,021
Totals	63,76,109	20,195	14,726	27,24,677	41,961	91,77,668	2,46,08,227	73,74,764	39,65,032	32,65,264	2,67,711	3,94,80,998
Special.												
Art Schools	3,95,488	..	..	14,634	3,462	4,13,584	..	..	..	..	..	..
Law Schools	..	..	..	8,358	..	8,358	..	..	..	..	..	..
Medical Schools	12,18,386	2,754	..	2,06,581	15,347	14,43,068	..	..	..	..	..	..
Normal and Training Schools	31,46,230	74,308	14,715	12,822	9,874	32,57,949	3,55,958	78,081	16,097	..	31	4,50,167
Engineering Schools	5,24,983	..	..	54,849	10,213	5,90,045	..	..	..	..	..	..
Technical and Industrial Schools	10,13,689	10,272	425	23,716	77,013	11,25,125	66,216	71,364	56,348	8,285	26,349	2,28,562
Commercial Schools	51,293	..	..	41,153	1,647	94,093	..	..	766	442	..	1,208
Agricultural Schools	71,544	216	..	1,800	1,404	74,964	1,659	..	..	..	..	1,659
Reformatory Schools	2,92,371	..	..	..	19,443	3,11,814	..	..	..	..	..	..
Schools for Defectives	24,056	..	..	36	29	24,121	..	..	..	..	..	..
Schools for Adults	498	..	..	..	..	498	9,232	8,730	1,07,719	1,208	729	1,27,718
Other Schools	3,83,276	2,354	3,240	25,978	4,967	4,19,815	18,242	4,452	8,483	158	6,945	33,280
Totals	71,21,824	89,904	18,380	3,89,927	1,43,399	77,63,434	4,46,307	1,62,627	1,89,413	10,193	34,054	8,42,594
GRAND TOTALS	2,09,56,439	1,10,099	35,686	51,76,061	3,61,195	2,66,39,480	2,50,58,534	75,37,391	41,54,445	32,80,305	3,11,697	4,03,42,372

III-A.—Expenditure on Education for Males—*contd.*

—	Aided Institutions.						Recognised unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Universities	35,41,894	..	1,400	27,02,155	11,52,212	73,97,661	..	..	..
Arts Colleges	10,98,005	12,125	19,977	21,54,525	7,63,261	40,47,893	7,89,175	1,45,599	9,34,774
Professional Colleges—									
Law	30,000	..	..	1,68,811	..	1,98,811	94,919	..	94,919
Medicine	20,000	..	..	76,950	7,500	1,04,450	..	..	..
Education	17,384	..	..	..	..	17,384	..	..	..
Engineering	10,877	..	12,750	27,111	..	50,738	..	..	..
Agriculture	..	..	..	..	..	..	..	..	..
Commerce	22,750	..	..	16,222	9,502	48,474	..	..	..
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	3,92,422	..	2,000	5,02,409	3,40,362	12,38,093	59,399	1,27,856	1,87,755
Totals	51,33,332	12,125	37,027	56,48,183	22,72,837	1,31,03,504	9,43,993	2,73,455	12,17,448
School Education.									
General.									
High Schools	51,94,523	65,029	1,46,060	90,56,582	32,05,417	1,76,67,611	33,06,365	10,40,116	43,46,481
Middle Schools—									
English	16,07,262	2,45,185	66,544	23,02,209	12,79,219	55,00,419	4,97,205	4,33,189	9,30,394
Vernacular	84,638	7,20,862	1,92,915	84,972	96,681	11,60,068	4,223	19,590	23,813
Primary Schools	43,69,548	29,29,926	5,86,330	32,90,160	39,39,471	1,51,15,435	4,44,171	4,32,909	8,77,080
Totals	1,12,35,971	39,61,002	9,91,849	1,47,33,923	85,20,788	3,94,43,533	42,51,964	19,25,804	61,77,768
Special									
Art Schools	24,055	420	300	2,116	12,937	40,428	226	1,876	2,102
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	..	..	600	1,992	..	2,592	1,813	8,104	9,917
Normal and Training Schools.	3,20,182	926	248	2,988	1,17,522	4,41,866	3,096	2,475	5,571
Engineering Schools	2,510	..	..	31	1,220	3,761	4,270	..	4,270
Technical and Industrial Schools.	4,02,638	13,023	32,141	81,920	10,07,948	15,37,670	3,105	32,178	35,283
Commercial Schools	13,175	50	221	54,851	29,163	97,460	1,31,967	21,809	1,53,776
Agricultural Schools.	600	..	..	..	7,334	7,934	..	105	105
Reformatory Schools	4,800	..	75	63	6,729	11,667	..	..	..
Schools for Defectives	56,874	..	17,391	6,139	50,201	1,30,195	..	..	..
Schools for Adults	47,008	15,087	6,637	12,807	38,731	1,21,165	2,112	7,534	9,646
Other Schools	3,73,584	62,419	24,739	1,67,510	4,66,855	10,95,107	39,400	2,34,206	2,73,615
Totals	12,44,921	92,825	82,952	3,30,417	17,47,730	34,98,845	1,85,598	3,08,287	4,94,285
GRAND TOTALS	1,76,14,224	40,65,952	11,11,828	2,07,12,523	1,25,41,355	5,60,45,882	53,81,955	25,07,546	78,89,501

III-A.—Expenditure on Education for Males—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	13,78,839	..	..	..	215	13,79,054
Inspection	71,40,723	1,90,944	50,192	..	1,834	73,83,693
Buildings, etc.	82,02,105	22,15,968	6,14,632	3,42,226	45,27,625	1,59,62,556
Miscellaneous	54,38,162	13,72,289	3,44,171	40,47,059	44,29,627	1,56,31,308
Totals	2,21,59,829	37,79,201	10,08,995	43,89,285	90,19,301	4,03,56,611
University and Intermediate Education.						
Universities	36,59,461	..	1,400	28,85,650	12,13,046	77,59,557
Arts Colleges	89,19,217	12,125	22,557	39,02,360	9,26,427	87,82,686
Professional Colleges:—						
Law	41,171	..	..	4,43,251	90	4,84,512
Medicine	13,71,210	..	..	5,69,831	14,295	19,55,336
Education	8,69,778	..	..	320	4,182	8,74,280
Engineering	8,12,152	..	12,750	1,45,823	1,20,869	10,91,594
Agriculture	3,00,204	..	..	10,471	488	3,11,163
Commerce	48,890	..	..	75,252	9,502	1,33,644
Forestry	2,69,543	..	..	..	..	2,69,543
Veterinary Science	3,97,281	..	..	16,922	..	4,14,203
Intermediate Colleges	10,54,527	..	2,900	7,92,096	4,73,965	23,23,488
Totals	1,27,43,434	12,125	39,607	88,41,976	27,62,864	2,44,00,006
School Education.						
General.						
High Schools	1,03,36,378	3,35,545	3,61,780	1,60,57,819	42,90,972	3,13,81,944
Middle Schools—						
English	28,82,373	4,51,281	3,15,451	36,15,184	17,28,844	89,93,133
Vernacular	26,02,980	21,43,519	3,62,988	5,94,890	1,62,764	58,67,141
Primary Schools	2,64,11,309	84,26,450	39,31,438	47,08,435	45,60,117	4,80,37,749
Totals	4,22,33,040	1,13,56,795	49,71,607	2,49,75,828	1,07,42,697	9,42,79,967
Special.						
Art Schools	4,19,543	420	900	16,076	18,275	4,56,114
Law Schools	..	..	..	8,358	..	8,358
Medical Schools	12,18,386	2,754	600	2,10,386	23,451	14'55,577
Normal and Training Schools	38,22,370	1,53,315	31,060	18,906	1,29,902	41.55,553
Engineering Schools	5,27,493	..	..	59,150	11,433	5,98,076
Technical and Industrial Schools	14,82,553	94,659	88,914	1,17,026	11,43,488	2 ,26,640
Commercial Schools	64,468	50	987	2,28,418	52,619	3,46,537
Agricultural Schools	73,803	216	..	1,800	8,843	84,662
Reformatory Schools	2,97,171	..	75	63	26,172	3,23,481
Schools for Defectives	80,430	..	17,391	6,175	59,320	1,63,316
Schools for Adults	56,733	24,717	1,14,356	16,227	46,994	2,59,027
Other Schools	7,70,102	69,225	36,462	2,33,055	7,12,973	18,21,817
Totals	88,13,052	3,45,356	2,90,745	9,16,535	22,33,470	1,25,99,158
Grand Totals	8,59,49,355	1,54,93,477	63,10,954	3,91,23,624	2,47,58,332	17,16,35,742

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 3,26,038 spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—

Scholarships, hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	1,14,909	..	..	20,774	109	1,35,792	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	28,854	..	..	..	..	28,854	..	..	..	..	..	..
Intermediate Colleges	43,115	..	..	4,201	..	47,316	..	..	..	..	..	..
Totals	1,86,878	..	..	24,975	109	2,11,962	..	..	..	..	..	..
School Education.												
General.												
High Schools	5,77,263	..	..	99,759	884	6,77,906	..	15,034	19,264	2,289	1,760	38,347
Middle Schools—												
English	2,11,600	..	..	15,165	1,095	2,27,860	10,955	..	19,424	1,796	537	32,712
Vernacular	1,33,525	..	..	1,439	23	1,34,987	36,964	14,024	1,31,382	2,787	15	1,85,172
Primary Schools	4,28,567	391	10	2,184	1,086	4,32,228	19,53,211	7,07,009	16,30,101	22,635	13,525	43,26,481
Totals	13,50,945	391	10	1,18,547	3,088	14,72,981	20,01,130	7,36,067	18,00,171	29,507	15,837	45,82,712
Special.												
Medical Schools	58,256	..	..	..	..	58,256	..	..	..	..	..	..
Normal and Training Schools.	6,58,519	9,816	7,840	326	3,711	6,80,242	7,325	52	4,062	..	..	11,439
Technical and Industrial Schools	5,307	..	..	..	..	5,307	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	
Other Schools	9,290	..	..	..	..	9,290	..	193	..	..	37	
Totals	7,31,372	9,816	7,840	326	3,711	7,53,095	7,325	245	4,062	..	37	11,669
Grand totals for Females.	22,69,195	10,237	7,850	1,43,848	6,908	24,38,038	20,08,455	7,36,312	18,04,233	29,507	15,874	45,94,381
Grand totals for Males.	2,09,56,439	1,10,099	35,686	51,76,061	3,61,195	2,66,39,480	2,50,58,534	75,37,391	41,54,445	32,80,305	3,11,697	4,03,42,372
Grand totals for all.	2,32,25,634	1,20,336	43,536	53,19,909	3,68,103	2,90,77,518	2,70,66,989	82,73,703	59,58,678	33,09,812	3,27,571	4,49,36,753

III-B.—Expenditure on Education for Females—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Arts Colleges	56,848	..	..	21,357	1,01,883	1,80,088	2,940	5,330	8,270
Professional Colleges—									
Medicine	1,00,000	..	..	..	33,258	1,33,258	..	..	..
Education	26,753	..	..	3,004	18,903	48,660	..	..	..
Intermediate Colleges	59,825	..	..	12,936	29,916	1,02,677	..	..	..
Totals	2,43,423	..	..	37,297	1,83,960	4,64,683	2,940	5,330	8,270
School Education.									
General.									
High Schools	15,99,068	5,800	34,020	13,37,124	9,08,270	38,84,282	60,186	81,060	1,41,246
Middle Schools—									
English	6,54,544	3,798	18,816	3,53,433	7,20,039	17,50,628	2,349	22,412	24,761
Vernacular	1,27,423	67,575	97,765	20,822	2,44,940	5,58,528	..	16,137	16,137
Primary Schools	11,42,287	5,70,631	2,62,164	2,94,064	13,73,797	36,42,863	9,565	95,944	1,05,509
Totals	35,23,215	6,47,802	4,12,765	20,05,443	32,47,046	98,36,301	72,100	2,15,553	2,87,653
Special.									
Medical Schools	53,800	550	..	15,950	30,863	1,01,163	..	..	..
Normal and Training Schools.	3,20,816	1,339	7,307	23,331	1,58,368	5,11,161	303	5,698	6,001
Technical and Industrial Schools	49,347	4,464	1,070	9,247	1,40,722	2,04,850	1,200	5,579	6,779
Commercial Schools	6,516	..	..	16,437	1,894	24,847	..	..	..
Agricultural Schools	360	..	..	..	..	360	..	..	..
Schools for Adults	10,979	28	1,423	6,811	15,780	35,021	..	..	..
Other Schools	31,722	..	2,935	3,663	50,559	88,879	10	300	310
Totals	4,73,540	6,381	12,735	75,439	3,98,186	9,66,281	1,513	11,577	13,090
Grand Totals for Females.	42,40,211	6,54,183	4,25,500	21,18,179	38,29,192	1,12,67,265	76,553	2,32,460	3,09,013
Grand Totals for Males.	1,76,14,224	40,65,952	11,11,828	2,07,12,523	1,25,41,355	5,60,45,882	53,81,955	25,07,546	78,89,501
Grand Totals for All	2,18,54,435	47,20,135	15,37,328	2,28,30,702	1,63,70,547	6,73,13,147	54,58,508	27,40,006	81,98,514

III-B.—Expenditure on Education for Females—*concld.*

	Total Expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
Inspection	6,64,515	5,064	10,530	..	535	6,80,644
Buildings, etc.	11,49,030	75,891	52,364	1,37,568	19,73,490	33,88,343
Miscellaneous	11,93,636	53,770	42,266	17,25,021	17,82,572	47,97,265
Totals	30,07,181	1,34,725	1,05,660	18,62,589	37,56,597	88,66,752
University and Intermediate Education.						
Arts Colleges	1,73,757	..	..	45,071	1,05,322	3,24,150
Professional Colleges :						
Medicine	1,00,000	..	..	..	33,258	1,33,258
Education	55,607	..	..	3,004	18,903	77,514
Intermediate Colleges	1,02,940	..	..	17,137	29,916	1,49,993
Totals	4,32,304	..	..	65,212	1,87,399	6,84,915
School Education.						
General.						
High Schools	21,76,331	20,834	53,284	14,99,358	9,91,974	47,41,781
Middle Schools—						
English	8,77,009	3,796	38,240	3,72,743	7,44,083	20,35,961
Vernacular	2,97,915	81,599	2,29,147	25,048	2,61,115	8,94,824
Primary Schools	35,24,600	12,78,031	18,92,275	3,28,448	14,84,327	85,07,681
Totals	68,75,345	13,84,260	22,12,946	22,25,597	34,81,499	1,61,79,647
Special.						
Medical Schools	1,12,056	550	..	15,950	30,863	1,59,419
Normal and Training Schools	9,86,660	11,237	19,209	23,960	1,67,777	12,08,843
Technical and Industrial Schools	54,654	4,464	1,070	10,447	1,46,301	2,16,936
Commercial Schools	6,516	..	..	16,437	1,894	24,847
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	10,979	28	1,423	6,811	15,780	35,021
Other Schools	41,012	193	2,935	3,673	50,896	98,709
Totals	12,12,237	16,472	24,637	77,278	4,13,511	17,44,135
GRAND TOTALS for Females	1,15,27,067	15,35,457	23,43,243	42,30,676	78,39,006	2,74,75,449
GRAND TOTALS for Males	8,59,49,355	1,54,93,477	63,10,954	3,91,23,624	2,47,58,882	17,16,35,742
GRAND TOTALS for All	9,74,76,422	1,70,28,934	86,54,197	4,33,54,300	3,25,97,338	19,91,11,191

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION	160,930	1,423,751	83,111,287	31,074,742	5,672,764	45,983	1,345,582	4,018,949	126,853,988
School Education.									
Classes.									
Primary I	4,497	105,871	2,355,568	970,272	152,866	1,107	33,109	62,502	3,685,792
II	2,277	38,610	829,966	285,391	31,778	921	13,214	16,601	1,218,758
III	2,362	28,654	619,135	179,881	21,835	1,252	10,670	10,971	874,760
IV	2,417	23,574	456,811	104,443	16,213	749	8,972	7,581	619,760
V	1,737	11,953	251,119	50,594	7,598	604	6,356	3,741	333,702
†Middle VI	1,844	9,257	159,857	35,378	4,482	928	4,569	1,418	217,733
VII	1,736	7,264	121,197	25,656	4,761	877	4,061	745	166,297
VIII	1,291	4,231	91,202	17,827	1,211	820	3,573	404	120,559
†High IX	710	2,706	63,108	11,434	871	768	2,652	216	82,465
X	740	2,215	52,646	9,313	724	696	1,871	186	68,391	
..	268	1,548	41,786	5,441	74	608	15	87	49,827
..	56	309	10,297	1,363	1	599	7	48	12,680
TOTALS	19,935	236,192	5,051,692	1,696,993	242,414	9,929	89,069	104,500	(a) 7,450,724
University and Intermediate Education.									
Intermediate classes 1st year	132	708	13,579	2,086	253	336	368	53	17,515
2nd year	111	511	13,128	1,872	130	218	310	33	16,308
Degree classes 3rd year	42	301	6,360	937	41	60	131	15	7,887
4th year	39	244	6,875	1,180	67	62	117	10	8,594
5th year	3	23	1,237	195	4	..	21	1	1,484
Post-graduate classes 6th year	7	15	937	187	3	15	11	2	1,177
7th year	..	4	79	1	..	13	..	1	98
Research Students	..	1	841	6	..	..	..	..	848
TOTALS	334	1,807	43,036	6,464	498	699	958	115	(b)53,911
No. of scholars in recognised institutions.	20,269	237,999	5,094,728	1,703,457	242,912	10,628	90,027	104,615	7,504,635
No. of scholars in unrecognised institutions.	19	6,643	190,890	172,072	206,775	181	4,641	4,064	585,235
GRAND TOTALS	20,288	244,642	5,285,618	1,875,529	449,687	10,759	94,668	108,679	8,089,870

† Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These lines could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.)

(a) Excludes 121 and 1,826 scholars in the U. P. and Assam respectively not shown by race or creed.

(b) Excludes 157 scholars of one Oriental college in the Punjab and 19 scholars of one Oriental college in Assam (shown against "Education" in V-A), also excludes 3,190 scholars reading in school stages in colleges in the U. P.

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION	95,784	1,374,679	79,421,565	28,345,504	5,815,486	42,315	1,020,861	4,027,464	120,143,658
School Education.									
Primary — Classes I	8,844	24,344	323,048	187,702	19,780	1,143	5,640	2,068	572,069
II	3,013	10,323	90,810	42,164	11,965	635	1,771	547	161,228
III	2,448	7,840	56,433	15,071	2,454	1,247	1,394	398	87,285
IV	2,331	6,626	32,304	6,361	3,082	773	859	316	52,652
V	1,521	5,194	15,58)	2,163	432	537	582	182	26,191
† Middle — VI	1,661	3,772	6,516	727	487	536	134	112	13,945
VII	1,410	2,623	3,427	365	378	414	99	86	8,802
VIII	1,064	1,729	1,618	154	56	228	70	62	4,981
† High — IX	495	698	856	54	59	246	20	25	2,453
X	509	555	623	34	42	178	5	19	1,966
..	187	328	421	8	--	86	..	20	1,050
..	11	56	201	9	..	98	..	4	379
TOTALS .	22,994	64,088	531,837	254,812	38,735	6,121	10,575	3,839	(a)933,001
University and Intermediate Education.									
Intermediate classes . 1st year	41	107	127	4	..	3	10	1	293
2nd year	36	86	97	1	..	2	3	..	225
Degree classes . . 3rd year	16	54	54	2	..	..	1	..	127
4th year	15	52	42	..	..	..	..	..	109
5th year	..	..	..	..	..	..	..	..	--
Post-graduate classes . 6th year	..	1	..	1	..	..	..	..	2
7th year	..	..	..	..	..	..	..	..	..
Research Students—	..	..	..	..	..	..	..	..	..
TOTALS .	108	300	320	8	..	5	14	1	(b)756
No. of scholars in recognised institutions	23,102	64,388	532,157	254,820	38,735	6,126	10,589	3,840	933,757
No. of scholars in unrecognised institutions.	..	709	14,429	38,181	2,536	65	1,107	389	57,416
GRAND TOTALS .	23,102	65,097	546,586	293,001	41,271	6,191	11,696	4,229	991,173

† *Vide* footnote on previous page.

(*a*) Excludes 60 pupils in Assam not shown by race or creed.

(*b*) Excludes 57, 47 and 299 scholars reading in school stages in colleges in the United Provinces, the Punjab and Bangalore respectively.

V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
Schools.									
Arts Schools	21	76	1,295	277	6	10	13	13	1,711
Law Schools	..	..	97	27	..	..	..	..	124
Medical Schools	46	217	3,566	689	66	2	166	9	4,761
Normal and Training Schools	4	2,323	13,638	3,987	843	5	281	251	21,332
Engineering and Surveying Schools	53	18	958	138	43	2	31	1	1,244
Technical and Industrial Schools	663	2,087	7,544	3,600	132	84	235	138	14,483
Commercial Schools	380	597	5,161	545	378	286	19	35	7,401
Agricultural Schools	2	48	308	23	..	..	..	..	381
Reformatory Schools	4	45	675	354	96	..	6	10	1,190
Schools for Defectives	12	243	326	66	14	9	14	3	687
Schools for Adults	..	794	28,539	35,661	358	12	3,735	1,141	70,340
Other Schools	24	434	33,032	42,076	7,594	199	57	190	83,606
TOTALS	1,209	6,882	95,239	87,443	9,530	609	4,557	1,791	207,260
Colleges.									
Law	13	84	6,018	822	58	53	57	122	7,227
Medicine	56	170	2,998	349	24	152	118	6	3,873
Education	30	84	722	196	5	..	22	1	(a)1,010
Engineering	103	39	1,203	98	..	28	14	1	1,486
Agriculture	..	21	340	94	14	5	61	32	567
Commerce	5	28	1,162	56	8	75	5	1	1,330
Forestry	6	12	98	25	11	..	13	4	169
Veterinary Science	4	17	180	79	3	..	9	..	292
TOTALS	217	400	12,721	1,719	118	313	299	167	15,054
GRAND TOTALS	1,426	7,282	107,960	89,162	9,648	922	4,856	1 958	223,214

(a) 19 Scholars of one Oriental College in Assam which have been shown against "Arts and Science" in II-A are shown against "Education" in this table.

V-B.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

	Europeans and Anglo-Indians.	Indian Christians	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
Schools.									
Medical Schools	18	153	36	17	1	..	19	..	244
Normal and Training Schools	229	1,986	1,322	289	236	40	67	30	4,199
Technical and Industrial Schools	55	1,970	629	59	55	9	..	..	2,777
Commercial Schools	223	3	..	..	..	..	..	1	227
Agricultural Schools	..	51	..	..	..	..	..	..	51
Schools for Adults	..	13	454	61	..	83	..	2	613
Other Schools	36	402	966	528	3	16	..	22	1,973
TOTALS	561	4,578	3,407	954	295	148	86	55	10,084
Colleges.									
Medicine	12	12	27	4	..	..	3	..	58
Education	49	27	13	1	..	..	..	1	91
TOTALS	61	39	40	5	..	..	3	1	149
GRAND TOTALS	622	4,617	3,447	959	295	148	89	56	10,233

VI.—Teachers (Men and Women).

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained teachers.	Grand totals of Teachers.
						Possessing a degree.		*Possessing no degree.*				
	A Degree	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	2	198	1,227	1,078	36	..	3	264	1,204	2,536	1,471	4,007
Local Board and Municipal.	1	457	36,175	35,385	327	133	16	9,619	28,438	72,345	38,206	110,551
Aided	18	1,163	18,743	17,204	1,265	7	48	35,010	62,428	38,398	97,493	135,891
Unaided	2	41	948	973	53	..	1	4,908	10,912	2,017	15,821	17,838
Totals	23	1,864	57,093	54,635	1,681	140	68	49,801	102,982	115,296	152,991	268,287
Middle Schools.												
Government	46	505	470	85	35	9	32	64	378	1,141	483	1,624
Local Board and Municipal.	147	823	9,291	756	120	25	97	601	2,500	11,137	3,223	14,360
Aided	159	1,425	3,893	1,028	655	151	271	4,646	5,467	7,166	10,535	17,701
Unaided	16	94	760	54	15	76	69	1,344	968	939	2,457	3,396
Totals	368	2,847	14,420	1,923	825	261	469	6,655	9,313	20,383	16,698	37,081
High Schools.												
Government	1,529	1,136	601	38	138	231	384	412	801	3,442	1,828	5,270
Local Board and Municipal.	559	819	261	48	227	77	161	152	509	1,914	899	2,813
Aided	2,064	2,862	2,156	283	572	1,525	2,040	3,146	4,865	7,937	11,576	19,513
Unaided	145	122	544	24	7	1,300	835	2,846	1,745	842	6,726	7,568
Totals	4,297	4,939	3,562	393	944	3,133	3,420	6,556	7,920	14,135	21,029	35,164
GRAND TOTALS	4,688	9,650	75,075	56,951	3,450	3,534	3,957	63,012	120,215	149,814	190,718	320,532

VII.—European Education.

Total European population . . Male . 157,558
Female . 92,099
TOTAL . 249,657

Percentage to European population of those at school.
Males. 15·65 Females. 25·52 Total. 19·29

	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and *vice versa*.	Teachers. Trained.	Teachers. Untrained.	Expenditure from Govt. funds.	Expenditure from Board funds.	Expenditure from Fees.	Expenditure from Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges . .	4	131	115	..	21	17	83,736	..	87,671	60,054	2,31,461
Training Colleges . .	1	22	21	..	7	13	48,032	950	15,967	6,760	71,709
High Schools . .	70	14,405	12,934	816	502	378	11,07,011	6,704	9,61,568	5,09,398	25,84,681
Middle Schools . .	41	3,694	3,283	952	144	106	1,79,145	3,420	1,37,726	1,03,567	4,23,858
Primary Schools . .	52	3,394	2,799	1,115	96	59	64,166	372	47,743	91,538	2,03,819
Training Schools . .	..	..	..	..	..	..	1,937	..	..	..	1,937
Technical and Industrial Schools.	3	351	304	..	4	13	39,608	..	15,199	1,662	56,469
Commercial Schools .	..	..	..	..	..	..	..	..	..	..	..
Other Schools . .	..	..	..	..	..	..	11,606	..	..	..	11,606
TOTALS .	171	21,997	19,406	2,883	774	586	15,35,241	11,446	12,65,874	7,72,979	35,85,540
Institutions for Females.											
Arts Colleges . .	1	311	270	..	18	3	9,711	..	9,800	3,898	23,409
Training Colleges . .	2	47	53	..	7	6	82,021	..	2,163	1,495	35,679
High Schools . .	102	16,272	14,633	2,806	754	496	10,17,441	4,058	9,15,271	3,05,727	22,42,497
Middle Schools . .	63	6,273	5,671	1,794	256	177	3,06,426	1,548	1,77,879	2,18,827	7,04,680
Primary Schools . .	51	2,864	2,306	942	95	85	83,055	2,950	57,846	81,274	2,25,125
Training Schools . .	10	167	143	..	26	10	49,396	..	12,605	17,609	79,700
Technical and Industrial Schools.	1	73	70	..	2	2	450	..	..	1,761	2,211
Commercial Schools .	4	134	72	..	4	9	3,890	..	10,389	162	14,441
Other Schools . .	2	28	28	4	3	1	4,624	..	28	3,588	8,190
TOTALS .	236	26,169	23,246	5,546	1,165	789	15,07,014	8,556	11,86,071	6,34,291	33,35,932
GRAND TOTALS FOR INSTITUTIONS.	407	48,166	42,652	..	1,939	1,375	30,42,255	20,002	24,51,945	14,07,270	69,21,472
Inspection . . .							1,24,079	..	..	..	1,24,079
Buildings, etc. . .							5,47,002	..	2,34,920	6,96,308	14,78,230
Miscellaneous . .							11,70,257	1,080	21,90,886	14,83,870	48,46,093
TOTALS .							18,41,338	1,080	24,25,806	21,80,178	64,48,402
GRAND TOTALS .							48,83,593	21,082	48,77,751	35,87,448	1,33,69,874

Expenditure on Buildings includes Rs. 1,26,054 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—
Hostel charges, scholarships and other contingent charges.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
Degree Examinations.	1	2	3	4	5	6	7	8	9	10	11	12
Arts and Science.												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	..	6	6	..	4	4	..	..	..	..	..	..
D. Sc.	..	6	6	..	2	2	..	..	..	..	..	..
M. A.	878	356	1,234	662	181	843	13	4	17	8	2	10
M. Sc.	265	21	286	206	13	219	2	..	2	2	..	2
B. A. (Honours)	1,277	88	1,365	909	58	967	37	5	42	33	4	37
B. Sc. (Honours)	314	33	347	195	21	216	1	1	2	..	..	..
B. A. (Pass)	5,680	2,609	8,289	3,351	1,160	4,511	107	39	146	82	23	105
B. Sc. (Pass)	1,209	179	1,388	813	88	901	7	..	7	5	.	5
Law.												
Master of Law	1	24	25	..	6	6	..	..	..	..	..	..
Bachelor of Law	3,723	165	3,888	1,961	79	2,040	..	..	..	..	..	..
Medicine.												
M. D.	..	3	3	..	2	2	..	..	..	..	..	..
M. B., B. S.	858	..	858	386	..	386	16	..	16	3	..	3
L. M. S. (Bombay)	30	..	30	15	..	15	4	..	4	2	..	2
M. C. P. & S. (Bombay)	3	..	3	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	24	..	24	12	..	12	..	..	..	..	..	..
M. S.	..	1	1	..	1	1	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
D. P. H.	1	14	15	1	11	12	..	..	..	..	..	..
B. Sc. (Sanitary)	6	..	6	1	..	1	..	..	..	..	..	..
D. T. M. (Calcutta)	11	30	41	10	18	28	..	2	2	..	1	1
Engineering.												
Bachelor of C. E.	139	..	139	94	..	94	..	..	..	..	..	..
Bachelor of M. E.	74	..	74	46	..	46	..	..	..	..	..	..
Education.												
B. E., B. T. & L. T.	456	235	691	385	129	514	42	3	45	30	2	32
Commerce.												
Bachelor of Commerce	149	87	236	98	38	136	..	..	..	..	..	..
Agriculture.												
Master of Agriculture	..	4	4	..	4	4	..	..	..	..	..	..
Bachelor of Agriculture.	116	2	118	80	2	82	..	..	..	..	..	..

* i.e., appearing from a recognised institution.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Intermediate Examinations.												
Intermediate in Arts	10,149	4,784	14,933	5,042	1,648	6,690	271	164	435	188	62	250
Intermediate in Science.	6,403	490	6,893	3,755	196	3,951	52	..	52	22	..	22
Licentiate of Civil Engineering	234	4	238	147	1	148	..	..	..	..	..	..
Licence, Diploma or certificate in Teaching.	1,200	211	1,411	956	106	1,062	216	5	221	171	3	174
Intermediate or Diploma in Commerce.	440	13	453	269	7	276	..	..	..	..	..	..
Licentiate of Agriculture	45	..	45	37	..	37	..	..	..	..	..	..
Veterinary Examinations.	179	..	179	132	..	132	..	..	..	..	..	..
School Examinations.												
(a) On completion of High School course.												
Matriculation . .	37,307	2,818	40,125	25,728	1,352	27,080	417	119	536	304	78	382
School Final, etc. .	21,468	829	22,297	17,108	460	17,568	477	11	488	412	3	415
European High School	284	4	288	164	3	167	222	3	225	134	1	135
Cambridge Senior .	350	83	442	244	15	259	208	15	223	134	1	135
(b) On completion of Middle School course.												
Cambridge Junior .	519	4	523	341	1	342	386	..	386	226	..	226
European Middle .	552	..	552	241	..	241	470	..	470	336	..	336
Anglo-Vernacular Middle	57,138	315	57,453	43,375	194	43,569	2,082	23	2,105	1,430	9	1,439
Vernacular Middle .	29,072	4,557	33,629	18,643	1,506	20,149	1,106	470	1,576	757	230	987
Vernacular High (in Burma).	96	234	330	56	49	105	21	19	40	17	3	20
(c) On completion of Primary course.												
Upper Primary .	170,276	319	170,595	121,391	208	121,599	9,663	106	9,769	7,286	74	7,360
Lower Primary .	340,409	227	340,636	256,136	157	256,293	37,751	115	37,866	27,592	95	27,687
(d) On completion of Vocational course.												
For teacher's certificates.—												
Vernacular, Higher	4,702	899	5,601	3,564	438	4,002	1,389	44	1,433	1,048	25	1,073
Vernacular, Lower	10,336	3,328	13,664	7,233	1,381	8,614	729	29	758	477	18	495
At Art Schools .	1,083	54	1,137	566	29	595	68	4	72	60	1	61
At Law Schools .	7	..	7	7	..	7	54	2	56	24	2	26
At Medical Schools .	1,297	337	1,634	815	205	1,020	53	13	66	41	10	51
At Engineering Schools	521	1,327	1,848	397	422	819	..	..	..	..	..	..
At Technical and Industrial Schools	1,558	3,437	4,995	1,209	2,097	3,306	106	656	762	98	378	476
At Commercial Schools	3,444	10,073	13,517	1,613	3,863	5,476	83	55	138	51	11	62
At Agricultural Schools	104	49	153	77	31	108	..	..	..	..	..	..
At other Schools .	5,188	490	5,678	3,136	254	3,390	19	..	19	16	..	16

* i.e., appearing from a recognised institution.

MGIPC—L—X-18—23-1-26—800.

BUREAU OF EDUCATION,

INDIA.

EDUCATION IN INDIA

IN

1924-25.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1926

Government of India Publications are obtainable from the Government of India Central Publication Branch, 8, Hastings Street, Calcutta, and from the following Agents :—

EUROPE.

OFFICE OF THE HIGH COMMISSIONER FOR INDIA,
42, GROSVENOR GARDENS, LONDON, S.W. 1.
And at all Booksellers.

INDIA AND CEYLON.

Provincial Book Depots :

MADRAS :—Office of the Superintendent, Government Press, Mount Road, Madras.
BOMBAY :—Superintendent Government Book Depôt, Town Hall, Bombay.
SIND :—Library attached to the Office of the Commissioner in Sind, Karachi.
BENGAL :—Office of the Bengal Secretariat Book Depôt, Writers' Buildings, Room No. I, Ground Floor, Calcutta.
UNITED PROVINCES OF AGRA AND OUDH :—Office of the Superintendent of Government Press, United Provinces of Agra and Oudh, Allahabad.
PUNJAB :—Office of the Superintendent, Government Printing, Punjab, Lahore.
BURMA :—Office of the Superintendent, Government Printing, Burma, Rangoon.
CENTRAL PROVINCES AND BERAR :—Office of the Central Provinces Secretariat, Nagpur.
ASSAM :—Office of the Superintendent, Assam Secretariat Press.
BIHAR AND ORISSA :—Office of the Superintendent, Government Printing, Bihar and Orissa, P. O. Gulzarbagh, Patna.
COORG :—Office of the Chief Commissioner of Coorg, Bangalore.
NORTH-WEST FRONTIER PROVINCE :—Office of the Manager, Government Printing and Stationery, Peshawar.

Thacker, Spink & Co., Calcutta and Simla.
W. Newman & Co., Ltd., Calcutta.
R. Cambray & Co., Calcutta.
S. K. Lahiri & Co., Calcutta.
The Indian School Supply Depôt, 309, Bow Bazar Street, Calcutta, and 226, Nawabpur, Dacca.
Butterworth & Co. (India), Ltd., Calcutta.
Rai M. C. Sarcar Bahadur & Sons, 90-2A, Harrison Road, Calcutta.
The Weldon Library, 17, Park Street, Calcutta.
Standard Literature Company, Limited, Calcutta.
Association Press, Calcutta.
Chukervertty, Chatterjee & Co., Ltd., 13, College Square, Calcutta.
The Book Company, Calcutta.
James Murray & Co., 12, Government Place, Calcutta. (For Meteorological Publications only.)
Higginbotham & Co., Madras.
V. Kalyanarama Iyer & Co., Madras.
P. R. Rama Iyer & Co., Madras.
Rochouse and Sons, Madras.
G. A. Nateson & Co., Publishers, George Town, Madras.
The Modern Stores, Salem, Madras.
Bright & Co., Trivandrum.
The Booklover's Resort, Taikad, Trivandrum, South India.
V. S. Swaminathan, Bookseller, West Tower Street, Madura.
Vijapur & Co. Vizagapatam.
Thacker & Co., Ltd., Bombay.
D B. Taraporevala, Sons & Co., Bombay.
Sunder Pandurang, Bombay.
Ram Chandra Govind & Sons, Kalbadevi, Bombay.
N. M. Tripathi & Co., Booksellers, Princess Street, Kalbadevi Road, Bombay.
R. B. Umadikar & Co., The Bharat Book Depôt, Dharwar.
Proprietor, New Kitabkhana, Poona.
The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.
R. S. Gondhalekar's Book Depôt, Publisher and Bookseller, Budhwar Chawk, Poona City.
Managing Director, Co-operative Bookstall, Booksellers and Publishers, Poona City.
The Standard Bookstall, Karachi, Quetta, Delhi, Murree and Rawalpindi.
The Standard Booksall, Quetta.
J. Ray & Sons, 43, K. & L. Edwardes Road, Rawalpindi and Murree.
The Standard Book Depôt, Lahore, Lucknow, Nainital, Mussoorie, Dalhousie and Ambala Cantonment.
Karsandas Narandas & Sons, Surat.
Mangaldas & Sons, Booksellers and Publishers, Bhaga Talao, Surat.
Mrs. Radhabhai Atmaram Sagoon, Kalbadevi Road, Bombay.
A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.
N. B. Mathur, Supdt., Nazir Kanun Hind Press, Allahabad.
The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.
Ram Dayal Agarwala, 184, Katra, Allahabad.
Manager, Newal Kishore Press, Lucknow.
The Upper India Publishing House, Ltd., 41, Aminabad Park, Lucknow.
Munshi Seeta Ram, Managing Proprietor, Indian Army Book Depôt, Juhi, Cawnpore.
Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.
Rama Krishna & Sons, Booksellers, Anarkali, Lahore.
Puri Brothers, Booksellers and Publishers, Katcheri Road, Lahore.
The Tilak School Bookshop, Lahore.
The Standard Bookstall, Lahore.
Manager of the Imperial Book Depôt, 63, Chandni Chawk Street, Delhi.
Oxford Book and Stationery Company, Delhi.
Supdt., American Baptist Mission Press, Rangoon.
Proprietor, Rangoon Times Press, Rangoon.
The Modern Publishing House, Ltd., 30, Phayre Street, Rangoon.
The International Buddhist Book Depôt, Post Box No. 971, Rangoon.
Burma Book Club, Ltd., Rangoon.
Manager, the "Hitavada," Nagpur.
Bishey Brothers, Booksellers and Stationers, Sitabaldi, Nagpur.
S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.
Times of Ceylon Co., Ltd.
The Manager, Ceylon Observer, Colombo.
The Manager, The Indian Book Shop, Benares City.
B. C. Basak, Esq., Proprietor, Albert Library, Dacca.
The Srivilliputtur Co-operative Trading Union, Ltd., Srivilliputtur. (Satur S.I.R.).
Banwari Lal, Esq., Pakariya Street, Pilibhit, United Provinces.
Manager, Educational Book Depôt, Jubbulpore.
Raghunath Prasad & Sons, Patna City.
Dandekar Brothers, Indore City.
The Hyderabad Book Depôt, Chaderghat, Hyderabad (Deccan).

TABLE OF CONTENTS.

	Page.
I. General	1
II. Controlling Authorities	9
III. University Education	11
IV. Secondary Education	18
V. Primary Education	22
VI. Female Education	25
VII. Professional and Technical Education:—	
(*a*) Training of Teachers	26
(*b*) Other Professional and Technical Education	27
VIII. Education of Special Classes and Communities:—	
(*i*) Europeans	29
(*ii*) Mohammedans	30
(*iii*) Depressed Classes	31
(*iv*) Defectives	32
IX. Miscellaneous	33
Appendix—	
General Educational Tables, 1924-25	37

EDUCATION IN INDIA
IN
1924-25.

I. General.

The history of Indian education during 1924-25 is one of steady but uneventful progress. The general summary on page 38 shows an increase of 9,113 recognised institutions and of 482,060 scholars. The table below shows the different types of institutions with the scholars in attendance at them.

Institutions and scholars.

Type of Institutions.	Institutions.		Scholars.	
	1924.	1925.	1924.	1925.
Arts colleges	170	185	56,189	62,543
Professional colleges	67	74	16,084	17,286
High schools	2,421	2,530	678,064	714,436
Middle schools	6,977	7,519	750,188	829,722
Primary schools	168,004	175,596	6,954,764	7,307,262
Special schools	6,617	7,723	217,344	255,162
Unrecognised institutions . . .	34,860	34,602	642,651	610,933
TOTAL .	*219,116	228.229	*9,315,284	9,797,344

* Revised figures.

In order to reach an approximate estimate of the progress made in the fight with illiteracy we may compare the present position with that reached in the year 1921. In doing so private or unrecognised schools may be left out of account since most of them do not provide any secular education. In 1921, 5·1 per cent. of the male population of British India and 1·1 per cent. of the female population were attending recognised schools. The corresponding figures in the summary for 1925 are 6·05 and 1·24 respectively. These figures, however, do not take into account the increase in the population of

British India since the last census was made. Assuming that the annual increase has been normal—a fair assumption since this period was free from any abnormal epidemics—the percentage of school attendance in 1925 will be 5·97 in the case of boys and 1·23 in the case of girls. Since about 15 per cent. of the population of India may be classed as of school-going age, at the present rate of progress it will take at least forty years more to collect all boys of school-going age into school. Any similar calculation for girls would be meaningless.

Progress during the last four years has been delayed by the need for economy and by political events. These hindrances are temporary. Far more formidable are the obstacles in the path of education when it reaches the more sparsely inhabited country districts and the more backward elements in the population. The problems involved in bringing education to a scattered rural population, problems which loom so large in other agricultural countries, do not yet even call for serious consideration in India. There are still thousands of villages unprovided with schools; there are still millions of parents who do not send their children to schools provided at their very doors. Compulsory education has as yet made little headway (see page 22). Even where compulsion in its present form has been in force for several years it is rarely that 80 per cent. is reached of the possible school attendance and from this possible attendance not only are girls, except in rare instances, excluded, but also those children of the lowest class whose claim to the benefits of education cannot ultimately be ignored.

Recognised Schools.—There has been a large increase in the number of recognised schools in Madras, Bihar and Orissa, Bengal and the Punjab. Expansion in the Central Provinces was checked by the action of the Provincial Legislative Council in throwing out the educational budget. In the areas directly under the Government of India—the North-West Frontier Province, Delhi, Ajmer-Merwara and Baluchistan—money was not forthcoming for expansion or development.

Unrecognised Schools.—The unreliability of the figures for unrecognised institutions, which has been mentioned in previous reports, is well illustrated in the present tables. While the statistics for 1923-24 showed an increase of 1,200 institutions spread over most of the provinces, the tables for the next year show a general decline amounting in all to 258. Many of these unrecognised institutions are of an ephemeral character and their disappearance will not be a loss to education. For example, an increase in the number of unrecognised schools and of scholars attending them is reported from the Central Provinces; several of these schools are merely cramshops for the Calcutta and Punjab Matriculation examinations.

Few of the reports make any further mention of the national schools started during the non-co-operation movement. Bihar and Orissa report a decrease in the number of these schools from 184 to 96, Bengal from 109 to 90 and Burma from 61 to 28.

Wastage.—When we turn to the figures for enrolment we find that there has been an increase during the year of 513,778 scholars in recognised schools. It is a little depressing to find that the first primary class has also increased by 413,250. Indeed the table below, which is for boys' schools only, is even less encouraging than the similar table included in the last year's report.

	1923-24.	1924-25.	Wastage.
Class I	3,685,792	4,045,684	.....
Class II	1,218,758	1,252,507	2,433,285
Class III	874,760	897,512	321,246
Class IV	619,760	615,823	258,937
TOTAL .	6,399,070	6,811,526	.....
Class V	333,702	338,205	281,555

Pupils are admitted to the first or infant class at all times of the school year; a child is eligible for admission as soon as he is five years' old; so that the first class will always contain some fifty per cent. more scholars, representing late admissions, than the class immediately above it. It is usual to find two or three groups of children at different stages of progress in the first class, and in some provinces the Department has recognised this fact by dividing the class into Sections A and B. With the object of indicating that a two years' stay in the infant class should be the exception and not the rule, several provinces in which this distinction existed have by a redistribution of the course of work combined these sections into a single first class. This step was taken last year by Bihar and Orissa. Nevertheless an increase of three hundred and sixty thousand boys in the first primary class accompanied by an actual decrease in the numbers attending the fourth primary class is a disquieting phenomenon. Only one girl out of every five admitted into school reaches this stage of education, which may be held to connote *temporary* literacy, *i.e.*, an ability to read and write which will rapidly disappear if not exercised.

Although Bangalore and Delhi show a high percentage of school attendance to population, 11 and 5·4, the circumstances of these two areas are peculiar. They each consist almost entirely of large cities containing advanced educational institutions to which students are attracted from the neighbouring provinces. Excluding these areas the highest percentage of scholars to population is found in Bombay, followed closely by Madras and Coorg. The lowest percentage is, as might be expected, reported from Balu-

chistan. The gap between the more advanced provinces and the more backward is rapidly widening. The supply of education creates a demand for it. A conspicuous instance of this fact is the annual increase in college attendance in Bengal and the multiplication of high schools in that province. The two are inter-related since the unemployed graduate as a last resort turns his hand to teaching and the presence of a large supply of cheap graduates encourages the opening of cheap secondary schools. The same holds good of vernacular education, more especially where the grant-in-aid system is in vogue. A rapid output of vernacular passed scholars results in a rapid increase in vernacular schools. Indeed recent experience in the Punjab shows that this principle can be carried still further. Even the provision of compulsory education in villages creates a demand among villagers for the introduction of compulsion.

Expenditure.—The total expenditure by Government on education in India is Rs. 9,98,01,594, a sum which represents only four annas per head of the population. The actual and potential resources of district and municipal boards are much less than in those other countries where the cost of education is chiefly financed from local rates. Although under the new primary education acts local bodies are empowered to levy special education cesses, very few of them do so, and the sums thus realised would provide only a very small fraction of the funds needed for the expansion and improvement of vernacular education. The Government of Madras, recognising this fact, have waived the condition which requires the levy of a local cess to entitle a board to receive Government subvention, and have decided to contribute to all the local Elementary Education Funds the actual recurring expenditure incurred from Provincial Funds in 1920-21 on the maintenance of elementary schools. The Government of the United Provinces have entered into a three-year contract with district boards by which those bodies, as a condition for the receipt of Government grants, are required to spend certain fixed sums on different educational objects. In Bihar and Orissa no municipality is to receive an increased grant, unless it undertakes to spend at least 5 per cent. of its ordinary income on primary education..

Meanwhile the percentage of the total expenditure on education borne by Government has declined from 48·9 to 47·9, while the contribution from fees has risen from 21·8 to 22·4. The cost per scholar to Government funds shows an extraordinary range of variety in the different provinces, from Rs. 3 in Bihar and Orissa to Rs. 42 in Delhi. The latter high figure is wholly accounted for by the presence at the capital of the Lady Hardinge Medical College for Women, which draws its students from all parts of India. If this college is excluded from the calculation, the cost to Government for a Delhi scholar is reduced to Rs. 26·38—not a high figure for an urban area. In the small province of Baluchistan the expenditure of nearly a lakh (from private sources) on a school building has at once increased by thirty per cent. the cost of each scholar.

(i) *Number of Educational Institutions.*

Province.	Recognised Institutions.			Unrecognised Institutions.			Total Institutions.		
	1925.	1924.	Increase or Decrease.	1925.	1924.	Increase or Decrease.	1925.	1924.	Increase or Decrease.
Mad	44,426	41,642	+2,784	3,052	3,222	—170	47,478	44,864	+2,614
Bom	13,814	13,460*	+354	1,486	1,535	—49	15,300	14,995*	+305
Bengal	55,888	54,647	+1,241	1,263	1,352	—60	57,171	55,999	+1,172
United Provinces	20,289	19,452	+837	2,861	2,911	—50	23,150	22,363	+787
Punjab	10,835	9,721	+1,114	4,376	4,528	—152	15,211	14,249	+962
Burma	6,378	6,288	+90	18,619	18,351	+268	24,997	24,639	+358
Bihar and Orissa	30,566	27,803	+2,763	1,539	1,699	—160	32,105	29,502	+2,603
Central Provinces and Berar . . .	4,926	4,917	+9	347	235	+112	5,273	5,152	+121
Assam	5,082	4,948	+134	273	262	+11	5,355	5,210	+145
North-West Frontier Province . . .	667	662	+5	259	325	—66	926	987	—61
Coorg	110	110	...	3	11	—8	113	121	—8
Delhi	234	204	+30	98	84	+14	332	288	+44
Ajmer-Merwara	189	184	+5	116	126	—10	305	310	—5
Baluchistan	87	86	+1	251	193	+58	338	279	+59
Bangalore	99	95	+4	20	19	+1	119	114	+5
Aden	37	37	—	19	7	+12	56	44	+12
India .	193,627	184,256*	+9,371	34,602	34,860	—258	228,229	219,116*	+9,113

* Revised figures.

(ii) *Number of Scholars.*

Province.	In recognised institutions.			In unrecognised institutions.			In all institutions.			Percentage of total scholars to population.	
	1925.	1924.	Increase or Decrease.	1925.	1924.	Increase or Decrease.	1925.	1924.	Increase or Decrease.	1925.	1924.
Madras	2,110,369	1,980,605	+129,664	83,915	90,983	—7,068	2,193,184	2,070,588	+123,596	5·2	4·9
Bombay	972,916	*943,674	+29,242	45,856	*58,266	—13,410	1,018,772	1,001,940*	+16,833	5·28	5·19*
Bengal	2,107,127	2,009,827	+97,300	43,815	47,235	—3,420	2,150,942	2,057,062	+93,880	4·60	4·40
United Provinces	1,135,183	1,083,012	+43,171	67,232	68,750	—1,518	1,193,415	1,150,762	+41,653	3·62	2·53
Punjab	835,367	755,806	+79,461	84,382	86,100	—1,718	919,649	841,906	+77,743	4·44	4·07
Burma	364,029	345,741	+18,288	205,360	210,218	—4,858	569,389	555,959	+13,430	4·30	4·30
Bihar and Orissa	962,423	866,191	+96,232	37,364	41,589	—4,225	999,087	907,780	+91,307	2·93	3·66
Central Provinces and Berar	350,811	345,447	+5,364	11,342	7,693	+3,649	362,153	353,140	+9,013	3·60	3·53
Assam	244,413	237,353	+7,060	10,605	9,473	+1,132	255,018	246,826	+8,193	3·35	3·3
North-West Frontier Province	54,568	50,190	+4,378	6,443	7,707	—1,264	61,011	57,897	+3,114	2·7	2·6
Coorg	8,337	8,405	—68	76	368	—292	8,413	8,773	—360	5·13	5·35
Delhi	30,175	17,750	+2,425	6,310	5,971	+339	36,485	23,721	+3,764	5·4	4·8
Ajmer-Merwara	11,163	11,130	+36	4,737	5,097	—360	15,899	16,223	—324	3·2	3·3
Baluchistan	5,207	4,989	+218	3,241	2,836	+405	8,448	7,825	+623	2·0	1·9
Bangalore	12,355	11,510	+845	712	883	—170	13,067	12,392	+675	11·0	10·4
Aden	2,169	2,007	+162	643	483	+160	2,812	2,490	+322	5·0	4·4
India	9,186,411	*8,672,633	+513,778	610,933	643,051	—31,718	9,797,344	*9,315,384	+482,060	3·96	3·77

*Revised figures.

(iii) *Distribution of Scholars in Recognised Institutions.*

Province.	Number of Scholars in Institutions for Males, 1925.							Number of Scholars in Institutions for Females, 1925.						
	Arts Colleges.	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.	Arts Colleges.	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.
Madras . .	10,080	3,041	132,720	37,100	1,097,155	18,808	1,887,913	407	41	11,139	6,067	201,281	3,431	232,356
Bombay . .	7,092	2,532	58,243	16,560	730,536	17,608	843,871	—	—	8,587	2,713	115,395	2,450	129,045
Bengal . .	23,870	6,500	310,548	133,356	1,310,064	91,051	1,784,389	350	33	7,961	7,055	305,360	1,479	322,738
United Provinces.	5,619	2,744	55,130	57,322	921,882	13,886	1,056,583	70	9	3,757	16,934	47,470	360	68,600
Punjab . .	6,731	1,714	101,904	285,895	353,258	68,135	767,617	110	27	2,054	12,762	51,153	945	67,050
Burma . .	1,301*		35,359	115,861	147,516	12,179	312,316	—	—	6,048	16,547	28,574	644	51,813
Bihar and Orissa .	3,895	708	30,021	43,889	797,469	15,037	890,909	9	—	738	3,109	66,081	977	71,514
Central Provinces and Berar.	1,363	352	4,280	71,977	246,256	2,136	326,263	—	—	189	4,606	19,116	637	24,548
Assam . .	1,109	97	13,409	25,962	184,141	4,004	238,732	—	—	864	2,853	11,038	46	15,091
North-West Frontier Province.	373	21	5,883	13,182	26,650	62	46,171	—	—	—	1,954	3,437	6	5,397
Coorg . . .	—	—	823	—	6,625	—	7,448	—	—	178	—	711	—	889
Delhi . . .	1,015	179†	3,612	1,491	7,067	755	17,119	42	63	497	1,349	1,176	29	3,056
Ajmer-Merwara .	113	—	2,395	796	6,291	176	9,770	—	—	196	743	446	7	1,392
Baluchistan .	—	—	1,080	909	1,766	8	4,363	—	—	—	672	172	—	844
Bangalore . .	113	—	1,837	965	4,737	69	7,731	312	—	895	1,020	2,315	82	4,624
Aden . .	—	—	—	406	1,212	161	1,779	—	—	—	167	223	—	390
India .	61,343	17,107	670,743	750,671	6,151,935	244,075	8,195,864	1,200	173	43,603	79,051	855,337	11,093	990,547

* Rangoon University Scholars.

† In Law classes of the Delhi University.

(iv) *Expenditure on Education.*

Province.	Total expenditure.			Percentage of expenditure from				Average annual cost per scholar to				
	1925.	1924.	Increase or Decrease.	Govt. Funds.	Board Funds.	Fees.	Other sources.	Govt. Funds.	Board Funds.	Fees.	Other sources.	Total cost.
	Rs.	Rs.						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	3,90,38,652	3,70,00,501	+20,38,151	43·90	11·87	21·60	22·63	8 1 11	2 3 2	4 0 0	4 2 11	18 8 0
Bombay	3,38,91,167	3,26,31,283*	+12,59,884	54·3	15·2	17·7	12·8	19 0 0	5 0 0	6 0 0	5 0 0	35 0 0
Bengal	3,56,45,939	3,44,48,307	+11,97,632	37·54	5·20	41·06	16·20	6 3 7	0 13 9	6 12 10	2 10 11	16 9 1
United Provinces	3,03,85,596	3,01,50,957	+2,34,639	56·7	12·18	13·87	17·25	15 5 0	3 4 8	3 11 11	4 10 6	27 0 1
Punjab	2,34,05,266	2,15,53,875	+18,51,391	50·56	13·47	22·50	13·38	14 2 8	3 1 2	6 5 3	3 11 11	26 0 4
Burma	1,45,51,053	1,35,41,419	+10,09,634	46·99	14·56	20·68	18·37	12 0 2	3 11 7	5 2 1	1 11 2	25 8 11
Bihar and Orissa	1,33,99,000	1,20,73,129	+13,25,871	37·25	26·03	20·06	16·66	2 15 5	3 1 7	2 7 9	1 11 10	10 4 7
Central Provinces and Berar.	90,40,444	88,35,773	+2,04,671	55·38	24·01	12·27	8·34	11 0 8	4 3 8	2 7 2	1 9 4	19 4 10
Assam	38,16,444	37,23,147	+93,297	59·3	12·7	16·7	11·3	9 3 3	2 0 0	2 11 2	1 11 2	15 9 7
North-West Frontier Province.	17,50,116	16,60,159	+89,957	61·5	12·9	9·0	16·6	23 1 10	4 13 2	3 6 2	6 3 10	37 9 0
Coorg	1,83,095	1,84,296	—1,201	51·30	22·74	21·34	4·62	11 3 10	5 0 4	4 11 0	1 0 3	21 15 5
Delhi	17,22,636	14,57,353	+2,65,283	42·4	9·7	15·4	32·4	42 0 0	10 5 9	14 10 7	30 12 2	100 14 2
Ajmer-Merwara	5,61,579	5,65,612	—4,033	45·14	7·00	21·70	26·16	22 11 10	3 7 10	10 14 9	13 2 8	50 5 1
Baluchistan	4,64,615	3,35,481	+1,29,134	46·82	4·29	16·47	27·22	41 12 0	8 8 0	14 11 0	24 4 0	89 3 0
Bangalore	7,98,121	7,77,896	+20,225	37·8	4·4	32·6	25·2	23 1 9	2 10 8	19 14 11	15 5 11	61 1 3
Aden	94,596	97,158	—2,562	40·0	5·0	13·4	40·7	17 0 0	3 0 0	6 0 0	18 0 0	44 0 0
India	20,87,48,319	19,90,36,346*	+97,11,973	47·9	13·1	22·4	16·6	10 3 0	2 12 7	4 12 6	3 8 9	21 4 10

* Revised figures.

II. Controlling Authorities.

Legislative Councils.—No new educational legislation was passed during the year. The Assam Primary Education Bill was still under consideration and was passed in a revised form during 1925. The form in which legislation should be introduced for the improvement of secondary education in Bengal was further discussed between representatives of the Government and the University without any final decision being reached. The provincial councils continue to show a lively interest in education and to press for further expenditure from provincial revenues on this object. Exceptions were the local councils of Bengal and the Central Provinces, where the interests of education were sacrificed for political ends. The Bengal Council made a reduction of nearly 6½ lakhs in the budget of the Education Department with the object of abolishing the subordinate educational staff. Bengal with its thousands of small primary schools under untrained teachers has particular need of a strong inspecting staff to supervise the work of the elementary schools and to see that the grants from public funds are spent to the best advantage. Fortunately the Council at its meeting in August 1924 restored the grant and thus put an end to a period of great disquietude among the lower ranks of the educational service. In the Central Provinces the Provincial Council threw out the whole of the education budget for the year. Although the Governor subsequently by certificate restored to the Education Department sufficient funds to carry on its ordinary activities this act on the part of the Legislature temporarily stopped any educational advance.

A number of resolutions on educational topics were discussed in provincial Councils. In Assam, for example, 27 resolutions were tabled, of which 16 were discussed and five passed. Most of the resolutions discussed by the local Legislatures were of purely local interest. Among those of more general character discussed in several Councils were—the more rapid introduction of free and compulsory education, the use of the vernacular as a medium of instruction, the improvement of the system of physical education in schools and colleges and the addition of technical subjects to the secondary school curriculum.

Local Boards.—The recent revision in several provinces of the constitution of local boards and the devolution to them of greater responsibility in educational matters has led in some cases to friction between these bodies and the district inspecting staff. Such occurrences are inevitable until both parties learn that there must be co-operation between the administrative and executive authorities and reach some working agreement between themselves; no elaborate regulations can prevent friction. As an illustration of the misunderstanding on the part of local bodies of their relations to the schools under their charge, it is reported from more than one province that teachers have been employed for the collection of taxes and even of subscriptions for political purposes. The Bihar and Orissa Council passed a resolution, action on which has been deferred, in favour of Government handing over the subordinate inspecting agency to local bodies. This step has already been taken

in four of the districts in the Central Provinces. It is an experiment that has been repeatedly tried in India and elsewhere but always without success. If Government continues to supply an increasing proportion of the cost of vernacular education, it has a duty to the tax-payers to see that the money is spent to the best advantage. In Bombay the devolution of powers to local bodies has meant not only the handing over of the sub-inspectorate but also of the control of rural schools; for, by a system peculiar to Bombay among the major provinces, hitherto all rural schools have been Government institutions directly administered by the Department of Education.

The Indian Educational Service.—One of the most notable events of the year was the closing of further recruitment to the Indian Educational Service. With the retirement from time to time of its existing members the Indian Educational Service will gradually be brought to an end. This step was taken on the recommendation of the Royal Commission on Public Services; recruitment to the Service being stopped with effect from May 1924.

The Indian Educational Service came into being as a result of the Public Services Commission of 1886. It was actually constituted in 1896 when the superior educational service in India was divided into two branches, the one to be filled by persons recruited in England and to be called the Indian Educational Service, the other known as the Provincial Educational Service to be filled by recruitment in India. In 1919 the services were revised, the Indian Educational Service being constituted as the superior service and thrown open to Indians, while the so-called Provincial Educational Service was split up into real local or provincial services. At the time of this reorganisation the posts in the Indian Educational Service were increased by one-third in number by a transfer of superior posts from the Provincial Educational Service. It was then laid down that the proportion of Indians in this Service should on an average be 50 per cent. of the total strength excluding the posts in Burma. Actually the position in January 1925 was as follows:—

Province.	Sanctioned cadre.			Number of appointments actually filled.			Number of Indians.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Madras	53	13	66	38	11	49	21	6	27
Bombay	57	6	63	43	6	49	23	3	26
Bengal	68	4	72	46	4	50	21	...	21
United Provinces	43	2	45	34	1	35	14	...	14
Punjab	37	3	40	32	2	34	12	...	12
Burma	37	3	40	33	2	35	6	...	6
Bihar and Orissa	34	5	39	31	4	35	12	...	12
Central Provinces and Berar.	33	3	36	22	2	24	7	...	7
Assam	12	1	13	8	..	8	2	...	2
North-West Frontier Province.	5	1	6	2	1	3	2	...	2
India	379	41	420	289	33	322	120	9	129

It will be seen that the process of Indianisation had proceeded very rapidly. It will also be seen that a very large number of posts were vacant when recruitment to it was stopped in May 1924. This was partly due to the difficulties of recruitment in England during the war and post-war years. It was also the effect of economy. Provincial Governments in the then conditions of financial stringency were loth to recommend the filling of vacancies in the Indian Educational Service while they had men in their Provincial Educational Service whom they considered competent to carry out the duties of the vacant posts. The Indian Educational Service had a brief but fine record. The present organisation of education in the provinces is largely the work of members of this Service; while in the sphere of higher education it has produced many men of more than ordinary attainments.

III. University Education.

Universities' Conference.—A conference of Indian universities was held at Simla in May 1924. This was the first conference of its kind held in India and it was attended by representatives of all the fifteen universities established by law in British India and the Indian States, namely, Calcutta, Bombay, Madras, Punjab, Allahabad, Patna, Benares Hindu, Aligarh Muslim, Dacca, Lucknow, Rangoon, Nagpur, Delhi, Osmania and Mysore. Altogether 51 representatives attended the conference including many of the Vice-Chancellors. The conference was opened by His Excellency the Viceroy who delivered an inaugural address. It was presided over by the Hon'ble Sir Narasimha Sarma, Member for Education in the Council of the Governor General, and lasted for five days. The conference dealt with a number of important topics of common interest to Indian universities and made recommendations concerning (*a*) the appointment and conditions of service of university teachers, (*b*) libraries, (*c*) the constitution of a central advisory board for scientific research, (*d*) the recognition of Indian degrees by English universities, (*e*) Indian students in England, (*f*) University training corps, (*g*) modern languages in university curricula. Other subjects which were discussed were referred for further consideration to an Inter-University Board, which the conference recommended should be established, with one representative from each Indian university. The functions of this Board were defined as follows:—

(*a*) to act as an inter-university organisation and bureau of information;

(*b*) to facilitate the exchange of professors;

(*c*) to serve as an authorised channel of communication and facilitate the co-ordination of university work;

(*d*) to assist Indian universities in obtaining recognition for their degrees, diplomas and examinations in other countries;

(*e*) to appoint or recommend, where necessary, a common representative or representatives of India at Imperial or International conferences on higher education;

(*f*) to act as an appointments bureau for Indian universities;

(*g*) to fulfil such other duties as may be assigned to it from time to time by the Indian universities.

The first meeting of the Inter-University Board was held at Bombay in March 1925. It was attended by representatives of all the universities which took part in the conference, except those of Calcutta, Allahabad and Lucknow. The Educational Commissioner with the Government of India also attended in an advisory capacity. The Revd. E. M. Macphail, Vice-Chancellor of the Madras University, was elected Chairman, and Mr. N. S. Subba Rao, Principal of the Maharajah's College, Mysore, Secretary of the Board for the ensuing year. It considered amongst other questions the conditions of service of University teachers; the equivalence of examinations; and the recognition of Indian degrees by the University of Cambridge.

Universities.—There were no new universities opened during the year. The number of arts colleges increased from 170 to 185. This number, however, includes in the case of Madras 19 Sanskrit colleges with an attendance of only 267 students. The number of students in attendance at arts colleges increased from 56,189 to 62,543, the largest increase being in Bengal.

University.	Type.	Date of Foundation.	Faculties.	Annual Statistics.				Remarks.
				Year.	Number of Teaching Staff.	Number of Students.	Number of Students who Graduated in Arts and Science.	
1. Calcutta	Affiliating and Teaching.	1857	A., Sc., L., Eng., M.	1924-25	1,456	29,094	2,028	
2. Bombay	Affiliating	1857	A., Sc., L., M.	1924-25	554	11,338	736	
3. Madras	Affiliating and Teaching.	1857 and 1923	A., Sc., Ed., Ag., L., Eng., M.	1924-25	1,370	17,127	1,488	
4. Punjab	Affiliating and Teaching.	1882	A., Sc., O., Ag., Com., L., M.	1924-25	630	10,890	722	
5. Allahabad	Affiliating and Teaching.	1887 and 1921	A., Sc., Ec., Com., L.	1924-25	263	2,370	497	
6. Benares Hindu	Teaching	1916	A., Sc., O., L., Th.	1924-25	127	1,946	208	Twenty-three graduates in Engineering (B. Sc.) are included.
7. Mysore*	Teaching	1916	A., Sc., Eng., M.	1924-25	100	1,199	262	
8. Patna	Affiliating	1917	A., Sc., Ed., L., Eng., M.	1925	229	2,847	301	
9. Osmania*	Teaching	1918	A., L., Th.	1924-25	75	631	80	Faculty of Arts includes Science.

* Outside British India and incorporated by law in an Indian State.

University.	Type.	Date of Foundation.	Faculties.	Annual Statistics. Year.	Number of Teaching Staff.	Number of Students.	Number of Students who Graduated in Arts and Science.	Remarks.
10. Aligarh Muslim	Teaching	1920	A., Sc., Ed., Th.	1924-25	57	1,121	263	
11. Rangoon	Teaching	1920	A., Sc., Ec., Ed., L., Eng., M., F.	1924-25 1925-26	121 116	1,301 1,263	62 85	Faculties are here called Departments of Studies.
12. Lucknow	Teaching	1920	A., Sc., Com., L., M.	1924-25 1925-26	97 104	1,130 1,197	135 125	
13. Dacca	Teaching	1921	A., Sc., L.	1924-25	89	1,481	140	
14. Delhi	Affiliating and Teaching.	1922	A., Sc., L.	1924-25 1925-26	70 80	1,224 1,292	147 127	
15. Nagpur	Affiliating	1923	A., Sc., Ed., L.	1924-25	82	1,281	91	
16. Andhra†	...	...	.....	...	...	...	...	

† The Act constituting the "Andhra University" was passed in 1926, long after the close of the year under review.

ABBREVIATIONS.—A. = *Arts*; Ag. = *Agriculture*; Th. = *Theology*; Sc. = *Science*; Com. = *Commerce*; Tch. = *Technology*; O. = *Oriental Learning*; L. = *Law*; F. = *Forestry*; Ec. = *Economics*; Eng. = *Engineering*; Ed. = *Education*; M. = *Medicine*;

N.B The teaching of the "affiliating" Universities is carried on by the staffs of their Constituent Colleges, but generally the Universities themselves provide instruction in certain branches of higher education as required by the Universities Act of 1904.

Higher education in Bengal suffered a great loss with the death of Sir Ashutosh Mukherji. He had been five times Vice-Chancellor of the Calcutta University and had for many years devoted himself to its interests. Possessed of remarkable intellectual power and indefatigable industry his work, more especially in the establishment and development of the post-graduate department of the Calcutta University, will leave a lasting impression on higher education in Bengal. His death was quickly followed by that of Mr. B. N. Basu, his successor in the Vice-Chancellorship. Under the circumstances it is not surprising to find that no further progress was made with the reconstitution of the Calcutta University.

The Madras University in its reconstituted form began to function at the beginning of the year. The new statutes and ordinances prepared by the Vice-Chancellor—Dr. E. M. Macphail—who had been vested with special powers, were generally accepted by the Senate in April and sanctioned by His Excellency the Chancellor. The newly constituted Academic Council and Council of Affiliated Colleges met in August.

The long standing controversy as to the location of the Patna University was finally settled in the winter of 1924. The scheme for a residential university on the Phulwari site has been abandoned and the new college buildings, hostels laboratories and university buildings are to be erected near the town of Patna. Five lakhs have been provided for the acquisition of land and other preliminary work. The whole project is estimated to cost thirty lakhs. Meanwhile improvements, long overdue, have been effected in the Patna College.

Building projects have also been initiated by the Government of the Central Provinces in connection with the Nagpur University. A grant has been given for a new library and building operations have commenced. A college of science has been sanctioned at an estimated cost of eleven lakhs. The university building, which is to contain the university offices, an examination and convocation hall and the law college, are under construction. The building is estimated to cost two lakhs, towards which Messrs. Tata and Sons have made a generous donation of one lakh.

The Delhi University is still without a permanent habitation, nor has the question of its future site yet been settled. It moved in the winter to more commodious and suitable premises in Curzon House, where it was also able to house its Law Hall.

Several universities have extended their educational activities. Rangoon, for example, has opened courses in forestry, engineering, geography and geology. Delhi has established law classes. Nagpur has affiliated the Agricultural College. Benares has added no fewer than five professors and several assistant professors to its staff.

The last named university and the Aligarh Muslim University were both seriously in need of more funds. The Benares Hindu University was over sixteen lakhs in debt and the interest on this sum makes such a serious addition to the annual cost of maintenance that the debt is growing from year to year. The University has

spent large sums on its buildings but more money is still needed for this purpose. A particular need is a hostel for the students of its engineering college, an excellent institution which is capable of large expansion were funds forthcoming. The Aligarh Muslim University needs money for new laboratories and to develop a technological branch; while additional money is needed to meet the revised salaries of the staff.

Indian Degrees.—Some of the newer universities have found difficulty in obtaining recognition of their degrees by English universities, more particularly by the Universities of Oxford and Cambridge. This is unfortunate; but there is no doubt that the recent rapid increase in the number of universities in India, the absence of any authority for co-ordinating university standards and the very mediocre attainments of some of the Indian graduates who have proceeded to England account for this hesitation on the part of the English university authorities. The London University, for example, has recently warned one of the older Indian universities that it can no longer accept its graduates without question but must in future consider each application on its merits. The Inter-University Board addressed the Cambridge University on the subject of Indian degrees. That there should be some divergence in the standards maintained by different universities is inevitable, but the following table seems to show that these standards vary in some cases far more than is either necessary or desirable.

Degree Examinations.

Province.	University.	Percentage of Passes.			
		B. A. (Pass)		B. Sc. (Pass).	
		1923.	1924.	1923.	1924.
		Per cent.	Per cent.	Per cent.	Per cent.
Madras	1. Madras	(a)	(a)	(b)	50·0
Bombay	2. Bombay	47·39	49·18	55·97	51·94
Bengal	3. Calcutta	67·60	66·40	68·70	69·20
	4. Dacca	64·10	55·80	42·50	37·20
United Provinces	5. Allahabad	47·10	54·0	64·30	75·0
	6. Benares Hindu	58·06	54·60	38·24	61·30
	7. Aligarh Muslim	88·0	77·0	100·0	90·0
	8. Lucknow	68·86	81·70	60·0	79·49
Punjab	9. Punjab	48·40	51·70	67·30	48·80
Burma	10. Rangoon	65·38	51·89	55·0	48·78
Bihar and Orissa	11. Patna	50·80	51·02	37·50	34·09
Central Provinces and Berar.	12. Nagpur	(b)	42·0	(b)	76·0
Delhi	13. Delhi	62·50	52·90	(b)	(b)
Mysore State	14. Mysore	(a)	(a)	(a)	(a)
Hyderabad State (Deccan.)	15. Osmania	77·42	66·14	(b)	(b)
	Total Average	59·1	58·8	63·0	63·2

(a) Not available. (b) No examination.

In the table above statistics for the pass degrees only have been given because the numbers entering for these examinations are large. A high percentage of passes at a degree examination is only justifiable when the preliminary examinations have been so severe that none but qualified students have been admitted to the degree course. The converse also holds true; and a low percentage of passes at the degree examinations suggests laxity in the standards of the entrance examination. It is a very doubtful kindness which encourages boys to spend time and money in pursuing courses of study for which they are unfit. Still more to be deprecated is any lowering of the standard of university degrees at a time when graduates of distinction find great difficulty in obtaining suitable employment. The committee appointed by the Bengal Government to enquire into the causes of unemployment among the educated issued its report, but offered no general solution of the problem and gave no data as to the extent of the unemployment or of the opportunities open to graduates.

Indian Students in England.—The number of students who go to England to complete their studies continues to increase. Altogether between 1,500 and 2,000 students were reported to be studying in the United Kingdom in 1925. Of these 583 were reading at the Inns of Court, 360 at the London University, 224 at Edinburgh, 117 at Cambridge and 86 at Oxford; the rest were studying at provincial universities or undergoing technical training. A decision was reached by the Government of India after hearing the views of the Universities' Conference on most of the recommendations made by the Lytton Committee. It was decided, for example, to continue the existing organisation attached to the High Commissioner's Office, hitherto known as the Indian Students' Department, to make it an integral part of that office under the title of 'Education Department of the Office of the High Commissioner for India.' It was also decided that the work hitherto carried on by the Students' Advisory Committees in India should be transferred to Information Bureaux to be established by each of the Indian universities.

On the general position of Indian students in England the following interesting remarks are quoted from the High Commissioner's letter forwarding the annual report:—

"Complaints are sometimes heard that Indian students who now come for training to this country are of inferior calibre and qualifications compared with those who came a generation ago. It is true that immediately after the war there was an unwholesome rush of ill-equipped and immature Indian youths for training in England and abroad, and instances of this kind still come to the notice of the High Commissioner and his staff. Sir Atul Chatterjee has, however, observed with great satisfaction that among those who now seek training here there is a very considerable proportion of serious and earnest students who have already done well at the Colleges and Universities in India and who do credit to themselves and their country during their career in England. Apart from success in the

classroom, laboratory, or examination hall, of which notable instances are recorded in the Report of the Joint Secretaries, many Indian students have recently distinguished themselves in their college debating societies and in atheletics, some even representing their Universities in the latter field. The High Commissioner is confident that students of this type will always be welcome in British educational institutions."

Indian Institute of Science.—At the same time the development in India of institutions for higher learning and research continues. Amongst the most important of these is the Indian Institute of Science at Bangalore which contains departments of (*a*) General and Organic Chemistry, (*b*) Electrical Technology, (*c*) Bio-Chemistry. During the last session there were some 109 students in attendance; five of these were sent by private firms, and some were maintained as scholars by the Local Governments of Madras, Bombay, Bengal and the Central Provinces and by the States of Mysore, Gwalior, Baroda and Bhavnagar. Much valuable research work done chiefly in connection with the application of chemistry to industry and agriculture. The Department of Electrical Technology provides advanced courses of instruction in the subject with facilities for original investigation. A new club house for students at the gymkhana was presented by Sir D. J. Tata.

IV. Secondary Education.

High Schools.—The number of high schools increased from 2,421 to 2,530. The increase in the number of Government high schools in recent years requires explanation in view of the fact that local Governments are relying more and more on private enterprise to provide secondary English education. The only large increase is in the Punjab. The Punjab Government, in accordance with their policy for the equalisation of educational facilities, are opening high schools in backward areas where no private agencies are available to found or manage schools. There are now, for example, five high schools in Shahpur and four in Attock, in each of which districts there was only one high school a few years ago.

Bengal still heads the list with its 996 high schools. Of these no less than 556 are unaided. In other provinces recognition is quickly followed by the award of Government grant which enables a school to maintain itself in at least a reasonable state of efficiency, though the North-West Frontier Province complains that its funds are insufficient to give adequate grants for this purpose. Of the 1,508 high schools situated outside Bengal only 100 are not in receipt of aid from public funds.

The need for a better form of control over secondary education is realised by all parties in Bengal. Unfortunately the Calcutta University and the Bengal Government have not yet been able to agree upon the form that this control should take. Meanwhile the Dacca Board of Secondary and Intermediate Education continues to function in a very restricted area. A similar board took over the

control of secondary education in the Central Provinces during the year and is reported to have made a vigorous start.

Courses and Methods.—Among questions which have assumed great importance at the present time is that concerning the use of the vernacular as the medium of instruction and examination in high departments. The difficulty caused by the number of vernaculars in current use in a single province is illustrated in the report on the first examination conducted by the Central Provinces High School Education Board. The examination papers had to be translated into three vernaculars. Complaints were made, not without cause, that the translators had in some cases failed to make the meaning of the question clear. Nor is it possible to ensure absolute uniformity of standard in the marking of papers by examiners in different media. Although it is too early to arrive at a definite conclusion, the examination does not give evidence of the superior results which it was anticipated would be obtained in most subjects from instruction being given in the pupils' own vernacular. On the other hand, the difference in the standard of English reached by a pupil who was taught his general subjects through the medium of English and one taught through the vernacular is reported to be glaring. " The work of the one is spontaneous and direct, showing that he thinks in English, whereas that of the other is laborious and artificial, showing that he first thinks in the vernacular and then struggles to put his ideas into English. Examples could be quoted to show that the candidates using the English medium have freely utilised the vocabulary gained in the study of various subjects, whereas those using other media were considerably handicapped."

Another problem which has been exercising the minds of controlling authorities in several provinces is the place which should be assigned to history and geography in the Matriculation coures. While English, mathematics and a second language are generally accepted as necessary subjects for Matriculation considerable divergence of opinion exists as to the selection of the remaining subjects. Both history and geography have now been made compulsory at Dacca, and the Calcutta University proposes to follow this lead. The United Provinces Board of Secondary and Intermediate Education has now separated history from geography and made one or other compulsory. The Punjab, after leaving both subjects optional for some years, has recently decided to combine them as one compulsory subject, but not to make a pass in this subject obligatory. The general knowledge of the ordinary matriculate and undergraduate is woefully deficient. But it is doubtful whether the introduction of compulsory geography will remedy this defect. In all Indian secondary schools a fairly detailed course of geography is taught in the middle department; yet it is quite usual for a boy of the Matriculation class to betray amazing ignorance of simple geographical facts and to excuse his ignorance by the plea that he is not taking geography for Matriculation. He has not assimilated what he has learnt because he has made no use of it. The small encouragement given to general reading has been noted in previous reports and Directors again comment on the lack of suitable reading material.

The masters themselves read little but their textbooks and the newspapers.

General knowledge is often used in Indian education as a technical term to denote history and geography; properly speaking it should mean that body of information which a scholar possesses as a result of all his school work and his private reading. The lack of correlation between different subjects is noted in the report of the United Provinces. Subjects are taught in the high department by various specialists and any common interest in them is ignored. Co-ordination should be brought about by the expert supervision of the headmaster which is generally lacking. In particular the teaching of such special subjects as drawing and classical languages is left almost entirely in the hands of subordinate masters.

However a steady improvement is shown in the qualifications of secondary teachers. Out of 37,036 teachers in high schools 15,379 are trained. The North-West Frontier Province with 75 per cent. of trained teachers takes a high place. The proportion of qualified teachers would be much higher were it not for 556 unaided schools in Bengal staffed with 6,705 teachers, of whom only 541 are trained; even in the aided schools only 849 out of 5,059 teachers are trained.

Further progress with the introduction of pre-vocational subjects is reported from Madras, where woodwork, weaving, sericulture and other similar subjects are taught in several secondary schools. In the Punjab the system of manual training centres attended by boys from local high schools is proving successful. At Ambala, for example, the training centre is attended by no less than 800 boys from different schools.

Further isolated experiments with the Dalton System are reported, for example from the Armenitola High School, Dacca. The Assam Director after giving an account of the successful use of this system in the Shillong High School concludes: "The Dalton Plan in my opinion demands for its successful working a strong and enthusiastic headmaster, a strong and capable staff of teachers and equipment on a scale somewhat better than is usual in our schools".

Recreation.—Most favourable reports are received of the progress of the Boy Scout movement from all quarters. This movement, says Sir George Anderson, has already many achievements to its credit. In the first place it has gone far to provide means of happy and healthy recreation. In the second place the movement has awakened in the boys a desire for social service. In the third place it is a world-wide movement which recognises no distinctions of race, caste or creed and therefore may do much to counteract the communal rivalries and friction which still persist in the Punjab. Instances of special service are reported from the United Provinces and the Punjab, where boy scouts did valuable work during the disastrous floods of 1924. A camp attended by over 1,000 scouts was held at Mandla in the Central Provinces, while 3,000 scouts attended the camp at Multan in the Punjab.

Participation in school games is too often the privilege of the picked few. The ' play for all ' movement in the Punjab aims at improving this state of things. A school period is set aside in which every class plays games, including a number of athletic exercises and Indian games, under the supervision of the masters. The games of each class are changed from day to day. The movement has spread rapidly and is deservedly popular.

Middle Schools.—(*a*) *English.*—There is a wide diversity of practice in the treatment of middle schools. The middle English school is little more than an embryo high school and the chief question at issue is whether there should or should not be a public examination at the end of the course. Such an examination has been reintroduced with success in the North-West Frontier Province. On the other hand it has been abolished in Ajmer-Merwara on the ground that it tempted successful pupils to leave off their studies. In Burma, owing to the inability of the teachers of English schools to cope with the large influx of pupils, only 36 per cent. of the candidates presented for the Government Middle examination were successful. The Council of National Education conducted its own examination and passed 15 per cent. of the candidates. The Council is considering the abolition of the examination " presumably as an impious attempt to fathom the depths of human ignorance ".

(*b*) *Vernacular.*—Vernacular middle schools are classed as primary schools in Madras and Bombay, but here, as in the northern provinces of India, the final examination is the qualification for admission to elementary training schools. An increasing demand for these institutions is therefore reported from the United Provinces and the Punjab. The use of the vernacular middle schools as a training ground for future agriculturists is proving very successful in the Punjab. There are now twenty-seven schools with model farms attached. No less than twelve of these school farms have actually worked at a profit, while seven of the remainder show an annual loss of from Rs. 6 to Rs. 100 only. A similar system is being introduced in the United Provinces where ten teachers have been sent for training to the Agricultural School at Bulandshahr, subsequently to be attached to the staffs of board vernacular middle schools for which farms are being purchased.

English Teaching in Middle Schools.—The demand for the introduction of English teaching in middle schools becomes more pressing every year. In Bengal it is met by the conversion of vernacular middle into middle English schools: elsewhere the device of adding optional English classes open to those who go up for them has been adopted. In the United Provinces such classes are to be added to one vernacular middle school in each district. In the Central Provinces an initial local subscription of Rs. 600 is required to meet capital expenses and the fees for attendance are Re. 1-8 per mensem. In spite of these deterrents 46 schools introduced optional English classes during the year, of which no less than 36 were in Berar. The quality of the English teaching in vernacular schools leaves much to be desired and the wisdom of this

experiment has been questioned but there is no doubt as to its popularity. The difficulty is to meet this demand for English without detracting from the value of the vernacular middle course as a preparation for rural life and for the village schoolmaster.

V. Primary Education (Boys).

The number of primary schools for boys in India increased from 144,425 to 150,919 and the number of pupils in attendance from 6,137,055 to 6,451,925. The largest increase is reported from Bihar and Orissa where primary schools for boys increased by over two thousand and pupils in attendance by eighty-two thousand.

Compulsory Education.—Compulsory education moves slowly.

Province.	Date of Act.	Areas under "Compulsion."	
		Municipalities and Urban Areas.	District Boards and Rural Areas.
1. Bombay	February 1918	5	...
	(For the City of Bombay only) 1920.	...	...
	February 1923	...	...
2. Bihar and Orissa	February 1919	1	1
3. Punjab	April 1919	25	290*
4. Bengal	May 1919	...	...
5. United Provinces	June 1919	18	...
6. Central Provinces	May 1920	1	11*
7. Madras	December 1920	15	...
8. Delhi	(Punjab Act applied) 1925.	...	..

N.B.—The above table does not include areas for which schemes of compulsory primary education are under consideration or have been sanctioned but not yet introduced. It includes, on the other hand, areas in which such schemes have been partially introduced.

* Individual school areas.

The Punjab still leads in the matter of compulsory education in villages. At the present stage, as Sir George Anderson points out, compulsion in India can only be effective if it is voluntary. "Thus, in the Punjab, it is the villagers who apply for compulsion and not the local body which enforces compulsion on an unwilling people". The motives which prompt this application are many. Sometimes it is merely a burning desire for education, sometimes it is the example of a neighbouring village, sometimes it is with the aim of increasing enrolment so that their school may be raised in status to a lower middle or even a full middle school. The success in this province is partly due to the valuable and effective help given by the Co-operative Department. Mention was made in the last year's

narrative of the compulsory education co-operative societies. The following account by the Registrar, Co-operative Societies, is interesting:—"The parents who become members bind themselves to send their children to school to the end of the four primary classes; the society is governed by an elected committee and has no legal or official authority other than that conferred upon it by the registration of its by-laws under the Co-operative Societies Act. The by-laws provide for the imposition of a penalty not exceeding Rs. 50 on any member who without sufficient cause omits to send his child to school; the penalty is imposed by the committee, and recovered by the committee. Seventy-nine registered societies have 4,124 parent members, and a number of others are awaiting registration. * * * * The attendance is stated by the local co-operative officers to be from 90 to 100 per cent. and it is natural that a higher percentage should be secured from this 'voluntary compulsion' of selected persons than from 'State compulsion' under the Primary Education Act. The committees found it necessary to utilise their special arbitration procedure against 48 defaulters and 20 fines were imposed. The fines have been paid, the children are attending school, and the parents have not withdrawn from the societies. A concerted attempt to break up a compulsory society for girls was made by 14 members of a Lyallpur village. The committee stood firm, fined three of the offenders Rs. 50 and eleven Rs. 5 each, and won the battle. The school is working satisfactorily."

Expansion of Voluntary Education by Programmes.—The necessity for proceeding according to a definite programme for the expansion of primary education in unschooled districts is now generally recognised. An experimental survey was conducted by the Madras Government in a single taluk. The survey was completed in May 1924. A survey of all the taluks in the Presidency on the lines of the model survey was then conducted by the inspecting officers of the Department in co-operation with the revenue officers. Maps and registers showing the results of the survey were prepared and scrutiny of these records was commenced from February 1925. Meanwhile Government sanctioned subsidies to fifty taluk boards which had levied the educational cess towards the opening of 825 schools in villages with a population of one thousand or more, till then unprovided with schools.

In Bengal further progress was made on the lines of the Panchayati Union scheme and Mr. Biss's proposals. The former aims at providing each union with an efficient lower primary school, the latter is designed to provide each municipal or union board area with a central and one or more ancillary schools, according to the needs of the locality, on a scale of pay higher than is customary in Bengal primary schools. The expenditure in the former scheme is borne exclusively by Government, in the latter it is divided equally between Government and the local body; consequently the rate of progress along the lines laid down by Mr. Biss is determined by the readiness with which municipal and union boards come forward with projects and proposals to meet their share of the cost.

In Bihar and Orissa, where there is an increasing demand for primary education, the programmes of expansion drawn up four years ago have been revised and resubmitted to Government for approval. This province also reports revision in the rates of pay of primary teachers which will in future range from Rs. 9 to Rs. 12 as a minimum in the case of trained teachers and from Rs. 4 to Rs. 7 in the case of untrained teachers. Where no fees are realised by the teachers an additional grant of Rs. 3 is allowed in each case.

The number of lay schools in Burma is steadily increasing. The Director foresees the time when, unless the pôngyis change their attitude towards education, the monastic schools will disappear as they have done in Ceylon. The recommendations of the Vernacular Education Committee were considered by the Burma Government, but few of them were found suitable for adoption.

In the North-West Frontier Province the number of primary schools has fallen, owing to retrenchment, from 625 in 1923 to 497. Of the towns and villages in the province with over fifteen hundred inhabitants more than one hundred are unprovided with any school. Meanwhile the demand for education is so great that the existing schools are overcrowded and the attendance is higher than ever.

Primary School Buildings.—In most provinces the lack of proper accommodation for primary schools is a crying evil. Probably the situation in India in this respect is without parallel. Thousands of primary schools are opened every year in rented or borrowed premises. Very little attempt is made by local bodies to provide even their well established schools with buildings. Rarely does the number of primary school buildings constructed in any year approach the number of new schools opened, so that no effort is made to make the accommodation provided keep pace with the rate of expansion. This question is most serious in those municipal areas where compulsory education is being introduced. In all such cases reliance is being placed on the hiring of temporary premises. As yet municipalities dare not face the problem of providing large central buildings such as are found in western countries. Every year as the solution of this problem is deferred the cost involved becomes greater; but compulsory education in municipal areas will never become really effective until the children are grouped together in large schools. It is impossible to check properly the attendance at a number of small schools conducted in private houses. Even where school buildings have been erected complaints are made that they have been allowed to fall into disrepair. While the pride of the managers or of the parents may induce the erection of suitable buildings for high schools, nothing but the pressure exercised by Government inspectors and public recognition of the need can bring about better housing for our primary schools.

Free books, etc.—Of other questions involved in the introduction of compulsory education, such as the provision of free school books for children, little is heard, though the Karachi Municipality has gone so far as to spend considerable sums on the clothing of the poorest scholars.

VI. Female Education.

The number of recognised institutions for girls rose by 1,163 to 25,935 and the number of pupils by 46,931 to 990,617. It is interesting to note that the increase in attendance at school of boys—466,847—is just ten times the increase in the case of girls. Of the new girls' schools 500 are situated in Bengal with 17,000 additional pupils. Bihar and Orissa comes next with 300 new schools and 8,000 new pupils. The increase elsewhere is negligible.

A comparison of general table IV-B for this and the preceding year shows that the increase in attendance is entirely in the first primary class in which the numbers rose from 572,000 to 625,000. The number of girls who have reached the High Department—5,868—remains practically stationary and of this number about half belong to the European or Indian Christian communities. Fifty more scholars are reported to be reading in colleges.

These figures do not indicate any change in the general attitude of parents towards the education of their daughters. The forces which hinder the advance of female education, an account of which will be found in the last Quinquennial Review of Education in India, have lost none of their strength. On the contrary the year is marked by one or two discouraging features. In the first place the expenditure by district boards on girls' schools showed a decline for the second year in succession, though there is a slight increase in expenditure by municipalities, possibly accounted for by the opening of some free primary schools by the Calcutta Corporation. Several reports emphasise the little interest that is taken by district boards in female education. In the second place the already wholly inadequate inspecting staff has been further reduced. While in towns and in a few rural areas valuable pioneer work has been done by denominational bodies, both European and Indian, it is the devoted work of the inspectresses which is largely responsible for the spread of female education in the countryside. With the present strength of the female inspecting staff it is not even possible for them to supervise the existing girls' schools and much of this work must be left to men. This in itself acts as a deterrent to further enrolment. In Burma a proposal to increase the staff of inspectresses from two to four was held over by Government as not immediately urgent. In Assam the single post of Inspectress was abolished, and the whole of the inspection of girls' schools was left to one Assistant Inspectress with the help of the male inspecting staff. Bengal with 12,000 recognised girls' schools has two inspectresses and twelve assistant inspectresses. Very similar conditions exist in other provinces.

Buildings.—If the buildings for boys' primary schools are insufficient in number and unsuitable in character, the condition of girls' schools is even worse. They have often to be contented with the building or equipment no longer required for a boys' school, just as their teacher is often a superannuated and inefficient village schoolmaster. In one board school in the Gujerat district of the

Punjab the girls have to be contented with half a stable, the other half being required for the cattle.

Higher Education.—When a girl does succeed in emerging from the infant class she makes surprisingly rapid progress. The teaching in secondary schools is generally good and girls do very well at examinations. For example, of 186 girls who appeared for pass degrees at Indian universities no less than 142 were successful.

Zenana Education.—An interesting experiment in zenana education is being tried in Dacca in which some of the methods of the Parents' National Education Union are being used. A course of the lower primary standard has been drawn up in reading, writing, arithmetic, hygiene and general information. The pupils are given fortnightly assignments of work. A zenana governess visits each pupil, at first twice a week and then at gradually lengthening intervals till the minimum of a fortnightly visit is reached. On finishing their assignments the pupils undergo a test and if successful are allowed to begin the next assignment. The pupils do the greater portion of the work themselves; the governess merely assists them when difficulties arise. The basic object of the scheme is not so much to teach as to get the pupils to educate themselves, which is essential if zenana education is ever to make headway.

VII. Professional and Technical Education.

(a) *The Training of Teachers.*

There were, as in the previous year, 22 training colleges for English teachers with an attendance of about 1,000 students. The number of normal or training schools for vernacular teachers declined by 56, owing to the closing of a number of local training classes in the United Provinces.

Training Colleges.—The training colleges are among the most efficient educational institutions in India. Only more of them are needed. Burma is without any such institution, but a scheme for training secondary teachers at the Rangoon University was drawn up by Dr. Clark, Professor of Education. The scheme would, if sanctioned, involve a large capital and recurring expenditure. Assam still has to depend on the hospitability of Bengal, which is itself very poorly supplied, with only two training colleges containing 107 students to supply the needs of 2,500 English schools. At the Dacca College valuable research and experiments in education have been conducted by Mr. West and his colleagues, some of the results of which were shown at an exhibition held during the year. The new building for the David Hare Training College in Calcutta is nearly complete: the buildings are of the most modern type and stand in fine grounds of their own at Ballyganj. It has now been recognised that only the inducement of special grants for the payment of enhanced salaries to trained teachers will persuade aided schools to send their teachers for training: the Bengal grant-in-aid rules are being amended accordingly. With the opening of

training colleges at the Lucknow, Benares and Aligarh Universities, the United Provinces is now well provided with five institutions of this type. The better prospects before the teaching profession have attracted a better class of students.

Training Schools.—Of the 280,000 teachers in primary schools 124,000 are trained. The percentage would be much higher but for the presence of some 116,000 untrained teachers in recognised private schools. In municipal and district board schools the percentage of trained teachers is as high as 75. In some boards nearly cent per cent. of the primary teachers are trained. It is true that the standard of training varies very much in different provinces, but the general position is certainly not unsatisfactory. The North-West Frontier Province has even been able to extend the length of the training course; but this step has only been rendered possible by the stoppage of further expansion and consequently of the demand for new teachers. The great improvements in the pay of village schoolmasters which have been effected in all provinces in recent years have made the teaching career an attractive one to the village school boy with more than ordinary brains, but without the means or ambition to adventure into the ranks of the "English educated" classes.

(*b*) *Other Professional and Technical Education.*

Professional and technical institutions, other than training schools and colleges, are with few exceptions not in the charge of the provincial departments of education. Consequently the information about them supplied in educational reports is chiefly statistical. The following table summarises this information.

Type of Institution.	1924.		1925.	
	Institutions.	Scholars.	Institutions.	Scholars.
Law colleges and schools	13	7,351	15	8,140
Medical colleges and schools	34	8,936	37	9,169
Engineering colleges and schools	18	2,730	19	3,275
Agricultural colleges and schools	20	999	21	1,088
Commercial colleges and schools	141	8,958	151	8,596
Forest colleges	2	169	2	134
Veterinary colleges	3	292	3	288
Technical and industrial schools	316	17,260	346	20,045
Schools of Art	9	1,711	10	1,847
TOTAL	556	48,406	604	52,576

Law.—The condition of law colleges in India has always been indeterminate. In some cases, *e.g.*, Gauhati, the college itself has remained on an impermanent footing for years. At some universities graduates are allowed to read for their law degrees and for a Mastership in Arts at the same time. In some the conditions approach very closely to those of an ordinary college. In others the staff consists largely, if not entirely, of part time lecturers drawn from the ranks of the junior practising bar, and there is little corporate spirit among the students. The Madras Government appointed a committee to investigate this question and the staff of their law college is being revised in order to enable the leading members of the bar to be in touch with and to join in the work of instruction and in order to make a greater distinction between the tutorial and professional work. Special lectures on important subjects of law are to be delivered by leading members of the profession. In lieu of the staff of professors and assistant professors, hitherto employed, twelve assistant lecturers are to be nominated by the College Council from among junior legal practitioners of not more than six years' standing.

Engineering.—The Bihar School of Engineering was raised to the status of a college, making the seventh in India, six under Government management and one attached to the Benares Hindu University. Great pressure for admission is reported from several provinces. The colleges maintain a high standard, and it is essential that they should do so for business firms who have hitherto paid large salaries, for imported engineers have yet to be convinced that the products of the Indian engineering colleges are competent to do the work they require.

The advantages enjoyed by a technical institution placed in an industrial centre are illustrated by the report on the Jamshedpur Technical Institute. This school has been in existence for three years and thirteen students completed the course, of whom seven came from Bihar and Orissa. They have all been engaged on a five years' contract by Messrs. Tata & Sons on initial salaries of Rs. 200 per mensem except one who, failing in certain subjects, has been started on Rs. 150 per mensem.

Commerce.—There is a decrease in the number of commercial institutions, due no doubt to a further increase in the number of high school boys who take commercial subjects for the School Leaving Certificate instead of the ordinary Matriculation course. The general standard of attainments required for a school certificate does not qualify these boys for appointment to any but the lowest clerical posts. Such commercial classes, however, perform a very useful function in diverting many of the unfit from attempting to pursue a university course and in providing them at once with some marketable qualifications. There is a difficulty, as pointed out in the Burma report, in determining the stage at which such technical education should begin. Many employers, while appreciating the value of a good general education, are sceptical of the advantages to be derived from special commercial training in

schools. Unless the entrance qualification is pitched fairly high the pupils are not able to follow the instruction, but unless it is low pupils will be few.

Veterinary.—An increasing number of candidates now seeks admission to the Veterinary College, Lahore, some of whom have passed the Intermediate in Science. Although it has not yet been considered advisable to raise the minimum qualifications for admission, arrangements are being made by which the students shall receive special tuition in English.

VIII. Education of special classes and communities.

(i) *European Education.*

Detailed statistics for European education will be found in table VII appended to this report. It will be seen that these figures, however, include non-Europeans attending European schools, the number of whom is increasing annually. In Burma the percentage of non- Europeans has now reached 25 and the examiner in English reports that already "the favourite errors of non-Europeans writing English are in evidence."

The percentage of trained teachers in European schools is not high, partly owing to the dearth of training facilities, partly, however, owing to the presence on the school staffs of many members of religious orders who, though untrained, are experienced teachers.

Comparatively few European scholars proceed to the university. Intermediate classes are attached to six high schools. Such classes are being opened at the Lawrence School, Ghora Gali, to which teachers under training at the Chelmsford College will also be admitted. The Bengal Director reports that there is a growing tendency in that province to suggest that courses in European schools might be brought into substantial conformity with those for Indian schools so that the schools might be affiliated to the local university. On the other hand, it was decided in the Punjab to continue the departmental examinations, bringing them more into relation with the Cambridge examinations, but giving the pupils credit for the work done by them during the school year. In Madras too a scheme for a European School Leaving Certificate examination was drafted. Most of the European schools in India prepare their pupils for the Cambridge examinations which are in many respects unsuitable for a child brought up in India and proposing to spend his life here. The need for concentrating on success at examinations leaves the managers little latitude for attempting educational experiments or for developing any school individuality, though Bengal reports that three schools in that Province have experimented with the Dalton Plan. There is no doubt that owing to the increasing competition of Indians for appointments, which have in the past been largely filled by Anglo-Indians, the pupils of European schools are finding it increasingly difficult to obtain

employment. The United Provinces report that schools for the poorer classes are opening vocational classes in such subjects as type-writing, shorthand and dress-making, with a view to providing alternative careers.

The schools themselves are beginning to find a difficulty in meeting their expenses. Several of them have raised their fees and the average fee now payable in a European school is Rs. 53 per mensem, excluding hostel charges.

Had not the reduction of Rs. 99,000, made by the Bengal Legislative Council in the budget estimates for grants to European schools been adjusted by the local Government, the European primary schools in that province would have found themselves in a very serious position.

One of the notable events of the year was a donation of eleven lakhs of rupees made by Sir Paul Chater, himself an ex-scholar, to the Martinière schools.

(ii) *Mohammedan Education.*

The following table shows that very substantial educational progress was made by the Mohammedan community during the year:—

Type of Institutions.	No. of Mohammedan scholars.		
	1923.	1924.	1925.
Arts Colleges	5,715	6,472	7,369
Professional Colleges	1,505	1,724	2,084
Secondary and Primary Schools . . .	1,828,481	1,951,805	2,097,829
Special Schools	70,576	88,397	108,458
Unrecognised Institutions	199,493	210,253	203,801
Total .	2,105,770	2,258,651	2,419,541
Percentage to Population	3·6	3·8	4·1

Particularly satisfactory is the increase of nearly one thousand in the number of students reading in arts colleges, but the community has still much leeway to make up. In Bengal, where more than half the population is Mohammedan, this community supplies 50·5 per cent. of the attendance at primary schools, but only 12·9 per cent. of the attendance at arts and professional colleges. In the Punjab the position is somewhat better. Mohammedans here form more than half the population; they supply over 50 per cent.

of the attendance in primary schools and about 33 per cent. of the students at colleges.

The most important event of the year was the commencement of work on the Islamia College, Calcutta, the establishment of which has long been projected. The speech of His Excellency Lord Lytton, when laying the foundation stone, contains the following felicitous passage:—

"In this Islamia College, that desire of the Moslem community will be met, and what Sir William Hunter described as a most powerful instinct of the Musalman heart will receive permanent and abiding satisfaction. That feeling which possibly still lurks in rural parts of Moslem Bengal that English education is not the education of a gentleman, that through it even though a Moslem may gain the whole world, he may lose his own soul, will surely disappear for ever when he sees this building in its final splendour, and realises that culture, though in modern form, can still be the handmaid of religion and can co-operate with it here in Calcutta in producing in large numbers for the service of Bengal that type which has played its part on many stages in the past and has yet, I believe, a great part to play—the cultured Moslem gentleman."

(iii) *Depressed Classes.*

Most provinces report a satisfactory increase in the number of scholars belonging to the depressed classes. For example, Bihar and Orissa show an increase of 51 schools for untouchables and of no less than 50 per cent. in the attendance at such schools (4,400). Even more satisfactory is the fact that many of these children are now admitted into ordinary schools. In Madras, for example, the number of Adi-Dravida and Adi-Andhra children reading in ordinary schools increased by 50 per cent. to about 13,000. The total attendance of children belonging to the depressed classes, however, is still very small in comparison with the size of these communities and there are still many municipal and board schools to which they are denied admission. When compulsion is introduced children of the lowest class are either exempted from attendance or their absence is ignored.

Less progress is reported in the education of the hill tribes in Assam and Burma. "It is uphill work" says one Deputy Commissioner "educating a backward people, as they stand no chance in the race of picking up the plums which fall vacant from time to time. These can only fall to those situated a rung or two above them on the ladder of enlightenment."

An interesting experiment is being tried in Bengal by the American Baptist Mission who have established a number of schools for the Santhals in the north western part of the Midnapur district. The central school, which has been provisionally recognised as a high school, is situated at Bhimpore and has 200 pupils on its rolls.

In this school an attempt is being made to co-ordinate the work of the class room with that of the village. The vocational work is not to be supplementary to the ordinary curriculum, but is to be brought into definite relation with it. For example, jute growing would be related to the geography of Bengal: spinning and weaving and the study of the cotton industry would include acquaintance with cotton-growing countries, cotton mills and various inter-related problems such as transportation, export and import, etc. The experiment will be of great interest as showing how far what is known in America as the project method of education can be made applicable to conditions in rural India.

(iv) *Education of Defectives.*

The following table shows the provision made for the education of defective children in India:—

Provinces	For the Blind.		For deaf-mutes.	
	Institutions.	Scholars.	Institutions.	Scholars.
Madras	2	85	3	160
Bombay	3	118	4	115
Bengal	1	48	5	162
Punjab	1	23	...	...
Bihar and Orissa	2	67	...	
Central Provinces and Berar	...	..	1	18
Burma	3	54	1	20
Total	12	395	14	475

Though the provision appears inadequate when the number of defective children in India is considered, actually few of the schools are full and several of them have less than ten pupils on their rolls. The schools are for the most part conducted by missions or charitable agencies for the children of the poor, and practical subjects are taught as far as possible. The lack of efficient demand has been ascribed to the fact that the money which a defective child can earn after such training is generally much less than he can earn by mendicancy.

IX. Miscellaneous.

Students' residence.—An interesting feature of educational statistics in recent years has been the growth in the number of scholars resident in hostels and boarding houses.

Province.	No. of Scholars residing in approved hostels.		
	1923.	1924.	1925.
Madras	28,801	30,763	34,588
Bombay	12,785	12,553	12,337
Bengal	25,721	26,964	31,165
United Provinces	35,584	38,778	40,085
Punjab	33,890	36,986	37,316
Burma	14,777	15,684	15,906
Bihar and Orissa	16,151	17,997	19,434
Central Provinces and Berar	6,543	6,971	7,176
Assam	3,731	4,097	4,163
North West Frontier Province	1,755	1,952	2,056
Coorg	295	250	278
Delhi	1,579	1,320	1,269
Ajmer-Merwara	719	916	870
Baluchistan	162	208	181
Bangalore	1,363	1,131	1,150
Aden	...	...	...
India	183,856	196,570	207,974

In European schools the percentage of resident students has always been high owing to the number of children who are sent to hill schools for their education, but this development in the case of Indian schools is due to other causes. It is partly of course the natural outcome of the spread of education in rural areas which brings an increasing number of country boys to the universities and high schools; but it is also due in a large measure to the wider recognition by school authorities of their duty to their scholars outside the class or lecture room. There is no doubt that the Calcutta University Commission by the lurid picture which it drew of the lives of many Calcutta students in mean and crowded lodging houses did much to stimulate public opinion in this matter. Private

generosity has been forthcoming in an increasing measure for the construction of hostels: indeed many boarding houses in the north of India consist of agglomerations of separate rooms provided by donors of limited means. There are few better forms in which private generosity can find expression. Hostel life is very popular with the Indian boy and it is well that it should be so, since it is over the resident scholars that a college or school can exert its widest influence.

Adult Education.—Too little is heard in India of adult education. Several provinces, including one so educationally advanced as Madras, return no recognised schools for adults in their provincial tables. The following table gives the distribution of recognised schools for adults by provinces.

Province.	1924.			1925.		
	No. of Institutions.	No. of Pupils.	Total Expenditure.	No. of Institutions.	No. of Pupils.	Total Expenditure.
			Rs.			Rs.
Madras	...	...	...	...	...	...
Bombay	216	7,025	1,80,974	213	7,559	1,39,348
Bengal	1,046	22,236	64,573	1,345	25,860	1,11,864
United Provinces	...	...	...	...	...	...
Punjab	1,531	40,931	32,841	2,374	61,991	47,183
Burma	1	70	10,018	1	89	11,604
Bihar and Orissa	1	52	252	1	60	824
Central Provinces and Berar.	21	639	5,390	23	745	5,796
Assam	...	...	...	...	...	...
North-West Frontier Province.	...	...	...	...	...	...
Coorg	...	...	...	...	...	...
Delhi	...	...	...	24	533	541
Ajmer-Merwara	...	...	...	...	...	...
Baluchistan	...	...	...	...	...	...
Bangalore	...	...	...	...	...	...
Aden	(a)	(a)	(a)	3	110	657
INDIA	2,816	70,953	2,94,048	3,984	96,947	3,17,817

(a) Included under Bombay.

The Central Provinces made an experiment with a class attached to the Training College for training teachers of adult schools. Unfortunately owing to various outside circumstances the class did not prove a success.

Adult education in India stands much in need of development. Moreover it is inexpensive. The classes are conducted in the evening by elementary schoolmasters in village schools in return for a small remuneration. The schools themselves are temporary. When all the adults within easy reach of the school who desire learning have been given a reasonable opportunity to become literate, the school or rather the expenditure on it can be transferred to another centre where there is an effective demand. But, as Sir George Anderson says, literacy should not be allowed to go to rust.

The provision of village libraries for the use of the literate is essential. The difficulty is to find a suitable stock of books for such libraries. As the Inspector of Rohilkhand Division says "If the English-knowing schoolmaster, with any power of writing in his mother tongue, would translate suitable books he would probably meet with monetary reward as well as the thanks of his countrymen."

Lantern lectures are another method for spreading enlightenment in rural areas. It is disappointing to read that in the United Provinces the number of boards participating in the provincial scheme for village lantern lectures is decreasing year by year, mostly because of paucity of funds, but in some cases through lack of enthusiasm for the scheme.

J. A. RICHEY,

Educational Commissioner with the Government of India.

APPENDIX.

General Educational Tables, 1924-25.

INDEX.

	PAGE.
General Summary of Educational Institutions and Scholars	38
General Summary of Expenditure on Education	39
Explanations	40
I. Classification of Educational Institutions	41
II-A. Distribution of Scholars attending Educational Institutions for Males	42
II-B. Distribution of Scholars attending Educational Institutions for Females	44
III-A. Expenditure on Education for Males	46
III-B. Expenditure on Education for Females	49
IV-A. Race or Creed of Scholars in Institutions for the General Education of Males	52
IV-B. Race or Creed of Scholars in Institutions for the General Education of Females	53
V-A. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males	54
V-B. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females	55
VI. Teachers (Men and Women)	56
VII. European Education	57
VIII. Examination Results	58

General Summary of Educational Institutions and Scholars.

			Percentage of scholars to total population.			
			Recognised Institutions.		All Institutions.	
Area in square miles	1,091,347	—	1925	1924	1925	1924
Population—						
Males	126,914,196					
Females	120,183,310					
Total	247,097,506	Males	6·95	5·71	6·47	6·15
		Females	1·21	1·19	1·31	1·26
		Total	3·71	3·51	3·96	3·77

—	Institutions.			Scholars			Percentage of scholars in each class of institution.
	1925	1924	Increase (+) or decrease (—).	1925	1924	Increase (+) or decrease (—).	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS.							
For Males.							
Arts Colleges	169	156	+13	61,343	55,051	+6,292	0·75
Professional Colleges	66	59	+7	17,107	15,935	+1,172	0·21
High Schools	2,254	2,185*	+109	670,743	635,944*	+34,799	8·18
Middle Schools	6,821	6,329*	+492	751,671	677,772*	+73,899	9·16
Primary Schools	150,019	144,425*	+6,494	6,451,925	6,137,055*	+314,870	78·72
Special Schools	7,428	6,385	+1,043	244,075	207,260	+36,815	2·98
Totals	167,692	159,484*	+8,208	8,195,864	7,729,017*	+466,847	100
For Females.							
Arts Colleges	16	14	+2	1,200	1,138	+62	0·12
Professional Colleges	7	8	—1	173	149	+24	0·02
High Schools	236	236*	...	43,698	42,120*	+1,578	4·41
Middle Schools	698	648	+50	79,051	72,416	+6,635	7·98
Primary Schools	24,677	23,579*	+1,098	855,337	817,709*	+37,628	86·35
Special Schools	301	287	+14	11,093	10,084	+1,009	1·12
Totals	25,985	24,772*	+1,163	990,547	943,616*	+46,931	100
UNRECOGNISED INSTITUTIONS.							
For Males	32,027	32,197	—170	555,635	585,235	—29,600	..
For Females	2,575	2,663	—88	55,298	57,416	—2,118	..
Totals	34,602	34,860	—258	610,933	642,651	—31,718	..
GRAND TOTALS	228,221	219,116*	+9,113	9,797,344	9,315,284*	+482,060	..

Note.—There are also 18 Universities in British India which are not shown separately in this table.
* Revised.

General Summary of Expenditure on Education.

	Total Expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1925	1924	Increase (+) or decrease (—).	Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
Direction and Inspection.	Rs. 94,65,413	Rs. 94,43,391	Rs. +22,022	97·2	2·8	..	..	Rs. A. P. ..	Rs. A. P. ..	Rs. A. P. ..	Rs. A. P. ..	Rs. A. P. ..
Universities . .	83,75,697	77,59,557	+6,16,140	44·8	..	42·8	12·4	..	..	..	..	..
Miscellaneous*. .	3,96,34,986	3,97,79,972	—1,44,986	40·2	11·2	16·3	32·3	..	..	..	..	..
Totals . .	5,74,76,096	5,69,82,920	+4,93,176	50·2	8·2	17·5	24·1	..	..	..	..	..
Institutions for Males.												
Arts Colleges . .	1,13,82,173	96,96,965	+16,85,208	41·4	0·4	45·3	12·9	83 9 11	0 13 10	91 9 11	26 1 3	202 2 11
Professional Colleges	62,27,877	55,34,275	+6,93,602	75·1	0·3	21·3	3·3	273 0 5	0 14 8	77 7 3	12 1 6	364 0 10
High Schools .	3,48,26,394	3,27,62,569 (a)	+20,63,825	32·1	2·4	50·9	14·6	16 0 4	1 3 2	25 5 6	7 4 7	49 13 7
Middle Schools .	1,57,94,418	1,48,39,494 (a)	+9,54,924	36·9	20·3	28·2	14·6	7 12 4	4 4 4	5 14 11	3 1 1	21 0 8
Primary Schools	5,09,90,623	4,80,28,977 (a)	+29,61,646	52·4	28·0	9·5	10·1	4 2 4	2 3 4	0 12 0	0 12 9	7 14 5
Special Schools	1,25,07,169	1,25,99,158	—91,989	70·0	4·5	7·7	17·8	35 14 0	2 4 7	3 15 3	9 2 1	51 3 11
Totals .	12,17,28,654	12,34,01,438 (a)	+82,67,216	47·1	14·3	26·1	12·5	7 9 2	2 4 11	4 3 1	2 0 0	16 1 2
Institutions for Females												
Arts Colleges . .	4,75,438	4,09,739	+65,699	56·1	0·9	15·3	27·7	245 15 9	3 12 5	67 4 7	121 8 9	438 9 6
Professional Colleges .	2,88,413	2,10,772	+77,641	93·1	..	1·3	5·6	1,551 10 5	..	22 1 0	93 0 7	1,667 2 0
High Schools . .	51,73,667	47,97,458 (a)	+3,76,209	44·4	1·1	30·7	23·8	51 15 1	1 5 5	35 14 7	27 13 7	117 0 8
Middle Schools . .	30,09,919	29,30,785	+79,134	40·3	11·7	14·2	33·8	15 5 4	4 7 2	5 6 8	12 14 1	38 1 3
Primary Schools .	36,74,585	34,99,099 (a)	+1,75,489	41·1	37·6	3·6	17·7	4 2 8	3 12 11	0 5 10	1 12 10	10 2 3
Special Schools .	19,21,544	17,44,135	+1,77,409	65·3	2·0	4·3	28·4	118 3 1	3 6 10	7 6 7	49 3 0	178 3 6
Totals . .	1,95,43,569	1,85,91,988 (a)	+9,51,581	45·4	19·0	12·7	22·9	8 15 4	3 11 11	2 8 0	4 8 5	19 11 8
GRAND TOTALS	20,87,48,319	19,90,36,346 (a)	+97,11,973	47·9	13·1	22·4	16·6	10 3 0	2 12 7	4 12 6	3 8 9	21 4 10

N.B.—For explanation of certain terms used in the tables please see overleaf.
* Includes expenditure on buildings.
(a) Revised.

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the general summary and General Tables II A and B, IV-A and B, V—A and B, VIII and IX. *Expenditure on European Schools* is included in the general summary and in General Tables III-A & B.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	13	..	13	..	..	..	..	..	..
Colleges :—												
Arts and Science*	28	1	..	71	15	115	2	..	..	6	1	9
Law	5	..	..	3	5	13	..	..	..	..	..	..
Medicine	6	..	..	1	..	7	..	..	..	1	..	1
Education	14	..	..	1	..	15	2	..	..	3	1	6
Engineering	6	..	..	1	..	..	..	..	..	..	..	..
Agriculture	5	..	..	..	..	5	..	..	..	..	..	..
Commerce	1	..	..	12	1	14	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	3	..	..	..	..	3	..	..	..	..	..	..
Intermediate and 2nd Grade Colleges.	10	..	1	44	13	7	3	..	..	6	..	9
TOTALS	90	1	1	133	34	259	7	..	..	16	2	25
High Schools	282	101	78	1,162	647	2,270	28	2	1	194	9	234
Middle Schools { English	105	20	132	1,881	644	2,968	23	..	7	210	12	252
Middle Schools { Vernacular	52	2,382	73	1,330	16	3,853	72	15	68	286	5	446
Primary Schools	1,345	47,042	3,463	84,715	13,754	1 0,910	348	3,939	1,280	15,959	3,151	24,677
TOTALS	2,384	49,731	3,746	89,088	15,061	160,010	471	3,956	1,356	16,649	3,177	25,609
Special Schools :—												
Art	6	..	..	3	1	10	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	19	..	..	2	4	25	2	..	..	2	..	4
Normal and Training.	355	143	15	79	8	595	52	..	6	95	4	157
Engineering	8	..	..	1	2	11	..	..	..	..	..	..
Technical and Industrial.	65	21	13	142	26	267	2	..	..	71	6	79
Commercial	6	..	..	32	92	130	..	..	..	7	..	7
Agricultural	10	..	1	1	3	15	..	..	..	1	..	1
Reformatory	7	..	..	2	..	9	..	..	..	..	..	..
Schools for Defectives.	1	..	..	23	..	24	..	..	..	4	..	4
Schools for Adults	16	1,417	115	1,524	830	3,9 1	..	..	..	12	1	13
Other Schools	55	16	48	1,761	484	2,364	1	..	..	35	..	36
TOTALS	550	1,657	192	3,570	1,454	7,423	57	..	6	227	11	301
TOTALS FOR RECOGNISED INSTITUTIONS.	3,024	51,389	3,939	92,791	16,549	167,692	535	3,956	1,362	16,892	3,190	25,935
UNRECOGNISED INSTITUTIONS.	..	36	17	58	31,916	32,027	..	3	1	17	2,554	2,575
GRAND TOTALS, ALL INSTITUTIONS	3,024	51,425	3,956	92,849	48,465	199,719	535	3,959	1,363	16,909	5,744	28,510

* Includes 3 *Oriental Colleges.*

II-A.—Distribution of Scholars attending

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (a).									
Arts and Science (b) & (c)	13,944	11,820	4,535	66	64	..	65	63	22
Law	2,177	1,747	72	..	..	..	..	..	..
Medicine	2,849	2,486	674	..	..	..	..	..	..
Education	870	817	590	..	..	..	..	..	..
Engineering	1,317	1,143	691	..	..	..	..	..	..
Agriculture	583	524	388	..	..	..	..	..	..
Commerce	257	216	61	..	..	..	..	..	..
Forestry	111	109	56	..	..	..	..	..	..
Veterinary Science	288	249	263	..	..	..	..	..	..
TOTALS	22,396	19,111	7,633	66	64	..	65	63	22
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	36,120	35,096	12,796	28,981	26,244	1,330	27,388	24,054	849
„ Middle { English	15,315	13,806	1,149	28,434	23,090	1,811	20,490	17,265	1,139
Middle { Vernacular	5,866	4,684	368	323,256	217,808	23,939	11,092	9,178	441
„ Primary Schools	83,196	68,122	38	2,685,782	1,923,284	1,764	382,098	287,932	23
TOTALS	200,497	166,708	14,851	3,016,453	2,220,522	23,874	441,071	338,429	2,452
In Art Schools	1,614	1,295	336	..	..	..	..	..	..
„ Law „	180	37	..	..	..	..	..	..	..
„ Medical Schools	4,601	4,018	1,266	..	..	..	..	..	..
„ Normal and Training Schools.	16,025	14,431	10,703	1,412	1,341	992	190	189	161
„ Engineering Schools	1,166	1,158	734	..	..	..	..	..	..
„ Technical and Industrial Schools.	5,140	4,108	779	1,261	986	72	1,729	1,427	83
„ Commercial Schools	632	791	375	..	..	..	..	..	..
„ Agricultural „	287	257	141	..	..	..	18	19	..
„ Reformatory „	1,115	1,062	1,115	..	..	..	..	..	..
„ Schools for Defectives	23	18	16	..	..	..	..	..	..
„ Schools for Adults	56	39	..	37,481	29,146	..	3,356	2,809	..
„ Other Schools	4,178	3,251	800	438	400	88	1,810	1,304	..
TOTALS	35,558	30,817	16,273	40,592	31,873	1,152	7,133	5,752	194
TOTALS FOR RECOGNISED INSTITUTIONS.	258,451	216,636	38,757	3,057,111	2,252,459	30,026	448,272	344,244	2,668
IN UNRECOGNISED INSTITUTIONS.	..	..	..	1,466	576	..	955	667	..
GRAND TOTALS ALL INSTITUTIONS.	258,451	216,636	38,757	3,058,577	2,253,035	30,026	449,227	344,911	2,668

(a) Scholars reading more than one of the following subjects should be entered under only one head.
(b) Includes 367 scholars also reading *Law*.
(c) Includes 890 scholars in *Oriental Colleges*, and 443 scholars in Benares Sanskrit College in the U. P.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on rols.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
36,841	32,636	13,333	12,866	11,231	3,213	63,782	55,814	21,103	593
4,037	3,873	895	1,716	1,530	328	7,960	7,150	1,295	8
904	901	450	..	..	..	3,753	3,390	1,124	115
162	143	36	..	..	..	1,032	960	626	6
547	503	494	..	..	..	1,864	1,646	1,485	..
..	..	..	..	..	..	583	524	388	..
1,158	997	429	78	75	..	1,293	1,288	490	1
23	23	22	..	..	..	134	132	73	..
..	..	..	..	..	..	283	249	266	..
43,672	39,079	15,659	14,690	12,836	3,541	80,889	71,153	26,855	723
369,512	314,744	36,607	146,263	113,596	7,049	668,267	563,735	58,631	8,202
188,745	152,149	11,714	51,468	38,855	1,482	304,458	245,171	17,325	5,397
105,072	102,752	3,655	927	720	73	446,213	365,231	28,976	95,760
2,983,302	2,397,409	11,896	307,547	288,815	160	6,451,925	4,960,562	13,881	498,916
3,646,631	2,967,054	63,872	566,208	441,986	8,764	7,870,863	6,134,699	118,813	548,315
169	137	..	34	11	..	1,847	1,443	336	37
..	..	..	..	..	..	180	37	..	..
229	175	..	215	157	27	5,045	4,350	1,293	127
3,292	3,050	1,567	54	41	49	20,974	19,052	13,472	288
30	21	15	215	160	..	1,411	1,339	749	..
7,894	6,335	2,356	781	625	139	16,895	13,481	3,379	120
2,172	1,615	23	4,032	2,717	..	6,836	5,123	3 8	352
49	38	45	69	53	..	423	367	194	..
379	355	..	..	..	..	1,494	1,417	1,115	..
708	541	347	..	..	..	726	559	368	157
86,403	23,253	102	18,201	14,106	..	96,007	74,705	102	335
66,309	52,516	1,088	19,562	14,885	474	92,327	72,760	2,460	1,038
117,620	93,986	5,543	43,163	32,755	689	244,075	194,233	23,851	2,454
3,807,032	3,099,169	85,074	624,061	487,577	12,994	8,195,827	6,400,085	169,519	551,4.2
2,939	1,871	..	550,275	122,211	451	555,635	125,325	151	28,453
3,810,871	3,101,040	85,074	1,174,336	609,788	13,445	8,751,462	6,525,410	169,670	579,045

II-B.—Distribution of Sch ola attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (a).									
Arts and Science	440	403	206	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	47	41	47	..	..	..	..	..	..
TOTALS	487	414	343	..	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	5,875	4,861	817	285	258	..	202	198	..
„ Middle Schools. English	2,844	2,090	135	..	..	..	700	533	..
„ Middle Schools. Vernacular	8,359	5,728	113	1,052	760	57	7,012	6,122	16
„ Primary Schools	20,757	13,945	34	180,341	130,439	11	110,700	76,265	..
TOTALS	37,835	26,624	1,099	181,678	131,457	70	119,514	83,118	16
In Medical Schools	118	105	90	..	..	..	..	..	..
„ Normal and Training Schools.	1,877	1,634	1,117	..	..	..	64	55	25
„ Technical and Industrial Schools.	18	16	11	..	..	..	..	..	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults	..	..	..	..	..	..	..	..	..
„ Other Schools	33	27	..	..	..	..	..	..	..
TOTALS	2,046	1,842	1,218	..	..	..	64	55	25
TOTALS FOR RECOGNISED INSTITUTIONS.	40,368	28,930	2,660	181,678	131,457	70	119,578	83,173	41
IN UNRECOGNISED INSTITUTIONS.	..	..	..	104	73	..	37	28	..
GRAND TOTALS ALL INSTITUTIONS	40,368	28,930	2,660	181,782	131,530	70	119,615	83,201	41

(a) Scholars reading more than one of the following subjects should be entered under only one head.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
752	663	584	22	19	12	1,214	1,035	892	..
63	63	63	..	..	..	63	63	63	..
63	66	51	..	..	..	110	107	98	..
878	792	698	22	19	12	1,387	1,255	1,053	..
36,152	32,073	11,003	1,202	973	371	43,716	38,363	12,701	4,628
25,352	21,844	7,595	1,166	941	284	30,062	25,408	8,014	3,829
31,279	26,432	2,469	387	332	186	48,089	39,374	2,548	5,536
475,203	371,422	9,507	68,336	52,529	54	855,337	644,000	9,606	30,251
567,986	451,771	31,174	71,091	54,775	895	978,104	747,745	33,254	44,244
190	175	152	..	..	..	308	280	242	..
2,280	2,171	1,531	49	41	30	4,280	3,901	2,712	5
3,101	2,605	905	121	84	11	3,240	2,705	927	54
261	215	6	..	..	..	261	215	6	..
82	70	..	..	..	..	82	70	..	..
935	672	..	5	4	..	940	676	..	..
1,940	1,525	261	..	..	..	1,982	1,552	261	203
8,908	7,433	2,855	175	129	50	11,093	9,459	4,148	322
577,672	459,196	34,727	71,268	54,923	957	990,584	758,459	38,455	44,566
1,722	1,304	..	53,435	8,925	..	55,238	10,330	..	3,997
579,394	461,310	34,727	124,723	63,848	957	1,045,882	768,789	38,455	48,563

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes, Rs. 37,77,355 spent by the Public Works Department on educational buildings.
" Miscellaneous " includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Arts Colleges	29,30,110	..	2,580	10,91,836	33,419	40,57,945	..	..	..	..	8,400	8,400
Professional Colleges :—												
Law	8,177	..	..	1,68,585	44	1,76,806	..	..	..	..	..	..
Medicine	15,97,643	..	..	4,71,807	5,778	20,75,228	..	..	..	..	..	..
Education	8,57,960	2,380	572	1,888	4,885	8,67,685	..	..	..	..	..	..
Engineering	9,30,803	..	..	1,64,707	1,68,540	12,64,050	..	..	..	..	..	..
Agriculture	4,46,834	..	..	11,337	2,409	4,60,580	..	..	..	..	..	..
Commerce	84,912	..	..	37,999	12,082	84,993	..	..	..	..	..	..
Forestry	2,32,098	..	..	..	..	2,32,6 8	..	..	..	..	..	..
Veterinary Science	4,35,247	..	..	20,213	..	4,55,460	..	..	..	..	..	..
Intermediate Colleges	6,84,247	..	..	2,75,895	9,503	9,69,645	4,000	..	1,245	5,378	245	10,868
TOTALS	81,58,631	2,380	3,152	22,44,267	2,36,660	1,06,45,090	4,000	..	1,245	5,378	8,645	19,268
SCHOOL EDUCATION. *General.*												
High Schools	49,66,322	23,263	10,721	25,90,326	27,587	76,18,219	5,31,229	3,02,715	2,22,450	13,47,094	27,449	24,30,937
Middle Schools—												
English	6,82,345	3,100	..	2,78,132	1,630	9,65,207	5,85,891	1,95,899	2,15,297	5,81,300	27,055	16,05,582
Vernacular	1,60,049	543	..	4,380	7	1,64,979	26,85,118	15,54,859	1,80,546	5,92,007	42,345	50,54,875
Primary Schools	9,46,919	14,893	5,345	14,891	9,122	9,91,170	2,11,93,362	62,14,847	40,04,664	10,44,476	1,81,520	3,26,38,869
TOTALS	67,55,635	41,799	16,066	28,87,729	38,346	97,39,575	2,49,95,600	82,68,320	46,22,957	35,64,967	2,78,369	4,17,30,213
Special.												
Art Schools	3,81,858	..	..	17,783	7,631	4,07,222	..	..	..	..	..	..
Law Schools	..	..	..	10,294	..	10,294	..	..	..	..	..	..
Medical Schools	13,39,419	1,700	..	1,80,691	12,474	15,34,284	..	..	..	..	..	..
Normal and Training Schools	30,50,250	54,515	5,344	9,135	11,243	31,30,487	2,25,938	59,608	12,412	4	..	2,98,022
Engineering Schools	4,50,948	..	..	48,002	9,385	5,08,835	..	..	..	..	..	..
Technical and Industrial Schools	10,00,432	9,042	375	23,879	49,160	10,82,888	69,619	67,400	67,464	8,393	39,668	2,52,488
Commercial Schools	62,489	..	..	37,941	1,646	1,02,076	..	..	..	..	..	..
Agricultural Schools	85,027	1,700	..	2,784	522	90,033	2,044	..	..	..	..	2,044
Reformatory Schools	3,09,359	..	..	..	18,925	3,28,344	..	..	..	..	..	..
Schools for Defectives	2,153	..	..	42	12	2,207	8,495	..	1,700	..	1,118	11,313
Schools for Adults	663	..	..	..	..	663	36,735	1,652	54,698	1,402	3	94,490
Other Schools	4,52,146	1,333	..	23,606	7,011	4,84,099	18,394	11,941	7,382	1,196	6,910	45,823
TOTALS	71,34,744	68,293	5,719	3,54,107	1,18,569	76,81,432	3,61,285	1,40,610	1,43,566	11,055	47,634	7,04,150
GRAND TOTALS	2,20,49,010	1,12,472	24,937	54,86,103	3,93,575	2,80,66,097	2,53,60,885	84,08,930	47,67,768	35,81,400	3,34,648	4,24,53,631

III-A.—Expenditure on Education for Males—*contd.*

—	Aided Institutions.						Recognised unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	37,48,881	..	200	35,88,734	10,38,202	83,75,697	..	..	..
Arts Colleges	12,49,993	16,275	27,784	29,04,670	10,04,741	52,03,463	9,35,308	73,869	10,09,177
Professional Colleges—									
Law	30,000	..	..	1,85,598	..	2,15,598	1,27,235	..	1,27,235
Medicine	24,500	..	..	83,287	..	1,07,787	..	..	..
Education	17,461	..	..	..	..	17,461	..	..	..
Engineering	8,246	..	12,750	81,388	..	80,384	..	..	..
Agriculture	..	..	..	..	..	..	..	..	..
Commerce	27,835	..	..	16,969	10,847	55,651	3,993	2,268	6,261
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	4,47,873	100	6,406	5,35,859	3,50,499	13,49,737	95,080	1,91,420	2,86,500
Totals	55,82,789	16,375	47,140	73,46,105	24,13,309	1,54,05,778	11,61,616	2,67,557	14,29,173
School Education.									
General.									
High Schools	52,09,799	79,637	1,62,030	94,45,867	36,27,872	1,85,25,611	35,51,608	11,86,457	47,38,065
Middle Schools—									
English	16,52,890	2,56,895	69,865	23,95,836	16,35,038	60,10,524	5,21,824	4,69,640	9,91,464
Vernacular	65,471	5,47,888	1,81,732	78,038	1,11,500	9,84,629	1,388	15,825	17,208
Primary Schools	46,12,548	33,50,880	6,75,598	33,28,203	44,47,004	1,64,14,783	4,41,535	5,04,266	9,45,801
Totals	1,15,40,708	42,34,800	10,90,131	1,52,48,034	98,21,874	4,19,35,547	45,16,850	21,76,188	66,92,538
Special.									
Art Schools	23,030	475	1,200	2,198	10,239	37,137	316	1,721	2,037
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	..	..	765	5,905	1,015	7,685	2,542	11,213	13,755
Normal and Training Schools.	3,12,901	1,220	519	7,506	1,06,436	4,28,582	3,327	2,010	5,337
Engineering Schools	1,159	375	7	..	..	1,541	6,150	..	6,150
Technical and Industrial Schools.	8,51,995	14,072	32,558	1,40,544	9,29,105	14,68,274	2,167	27,599	29,766
Commercial Schools	27,726	..	1,162	25,414	26,445	80,747	1,26,593	24,811	1,51,404
Agricultural Schools	920	..	..	..	5,817	6,737	..	76	76
Reformatory Schools	72,477	..	1,495	840	16,287	91,099	..	..	..
Schools for Defectives	58,894	988	20,178	4,943	65,067	1,50,460	..	2,324	2,324
Schools for Adults	48,898	21,033	10,072	16,653	60,714	1,56,870	2,448	16,801	19,249
Other Schools	3,63,153	70,937	22,817	1,98,073	5,07,038	11,62,018	53,491	2,46,248	2,99,739
Totals	12,60,148	1,09,100	90,773	4,02,071	17,29,668	35,91,750	1,97,034	3,32,803	5,29,837
GRAND TOTALS	1,83,83,640	43,60,275	12,28,044	2,29,96,210	1,39,64,906	6,09,33,075	58,75,000	27,76,548	86,51,548

III-A.—Expenditure on Education for Males—*concld.*

	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	14,04,889	..	..	..	7	14,04,896
Inspection	71,18,414	1,97,828	47,442	..	5,062	73,68,746
Buildings, etc.	82,60,109	21,39,796	4,62,056	4,40,074	53,96,069	1,66,98,101
Miscellaneous	53,56,794	13,19,325	3,05,860	41,03,018	43,53,815	1,54,38,812
Totals	2,21,40,203	36,56,949	8,15,358	45,43,092	97,54,953	4,09,10,555
University and Intermediate Education.						
Universities	37,48,881	..	200	35,85,334	10,38,282	83,75,697
Arts Colleges	41,97,166	16,275	30,364	49,31,814	11,03,366	1,02,78,985
Professional Colleges—						
Law	38,177	..	..	4,81,418	44	5,19,639
Medicine	16,22,143	..	..	5,55,094	5,778	21,83,015
Education	8,75,421	2,380	572	1,888	4,885	8,85,146
Engineering	9,67,049	..	12,750	1,96,095	1,08,540	13,44,434
Agriculture	4,46,834	..	..	11,337	2,409	4,60,580
Commerce	62,747	..	..	58,961	25,197	1,46,905
Forestry	2,32,698	..	..	..	..	2,32,698
Veterinary Science	4,35,247	..	..	20,213	..	4,55,460
Intermediate Colleges	11,76,120	100	8,251	9,12,212	5,60,067	26,16,750
Totals	1,37,02,483	18,755	52,137	1,07,57,366	20,08,568	2,74,99,309
School Education.						
General.						
High Schools	1,07,07,660	4,05,075	3,96,107	1,69,34,895	48,68,205	8,33,12,832
Middle Schools—						
English	29,21,12[illegible]	4,55,894	2,85,162	37,77,182	21,33,363	95,72,727
Vernacular	29,10,038	21,03,290	3,02,278	6,75,808	1,69,077	62,21,691
Primary Schools	2,67,52,829	95,80,120	46,85,607	48,20,195	51,42,872	5,09,90,623
Totals	4,32,92,243	1,25,45,279	57,29,154	2,62,17,080	1,23,14,117	10,00,97,878
Special.						
Art Schools	4,04,888	475	1,200	20,242	19,591	4,46,396
Law Schools	..	..	..	10,294	..	10,294
Medical Schools	13,30,419	1,700	765	1,89,138	24,702	15,55,724
Normal and Training Schools	35,89,149	1,15,343	18,275	19,072	1,19,689	38,62,428
Engineering Schools	4,52,107	375	7	54,152	9,885	5,16,526
Technical and Industrial Schools	14,22,046	90,523	1,00,397	1,74,083	10,45,467	28,33,416
Commercial Schools	90,215	..	1,162	1,89,948	52,902	3,34,227
Agricultural Schools	87,991	1,700	..	2,784	6,415	98,890
Reformatory Schools	3,81,836	..	1,495	810	35,272	4,19,443
Schools for Defectives	60,032	988	21,878	1,985	69,421	1,66,304
Schools for Adults	85,796	22,085	64,680	20,563	77,518	2,71,242
Other Schools	8,34,293	84,424	30,199	2,76,366	7,66,997	19,92,279
Totals	87,56,772	3,18,213	2,40,058	9,64,267	22,27,859	1,25,07,169
GRAND TOTALS	8,79,51,701	1,65,89,196	68,36,707	4,24,81,805	2,72,05,497	18,10,14,906

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 2,83,373 spent by the Public Works Department on educational buildings.
" Miscellaneous " includes the following main items :—

Scholarships, hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	1,19,857	..	..	24,295	789	1,44,941	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	35,740	..	..	680	..	36,420	..	..	..	..	..	..
Intermediate Colleges	55,866	..	..	4,531	..	60,397	..	..	..	..	..	..
Totals	2,11,463	..	..	29,506	789	2,41,758	..	..	..	..	..	..
School Education.												
General.												
High Schools	6,21,909	..	..	81,098	1,580	7,04,587	..	7,392	16,919	2,024	1,760	28,095
Middle Schools—												
English	2,21,117	..	..	18,515	711	2,40,343	9,328	..	21,328	2,560	306	33,531
Vernacular	1,64,531	..	..	1,488	125	1,66,144	41,157	13,187	1,44,970	3,263	36	2,02,563
Primary Schools	3,48,101	1,044	..	1,035	645	3,50,825	20,75,267	7,76,958	16,74,482	25,564	16,860	45,69,081
Totals	13,55,658	1,044	..	1,02,136	3,061	14,61,899	21,25,752	7,97,487	18,57,649	33,420	18,962	48,33,270
Special.												
Medical Schools	84,096	..	..	..	240	84,336	..	..	..	..	..	..
Normal and Training Schools.	6,39,123	5,953	697	317	4,225	6,50,315	6,099	..	12,978	..	..	19,077
Technical and Industrial Schools	3,926	..	..	..	..	3,926	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	15,302	..	..	..	..	15,302	..	304	..	..	73	377
Totals	7,42,447	5,953	697	317	4,465	7,58,879	6,099	304	12,978	..	73	19,454
Grand totals for Females.	23,09,568	6,997	697	1,31,959	8,315	24,57,536	21,31,851	7,97,791	18,70,627	33,420	19,035	48,52,724
Grand totals for Males.	2,20,49,010	1,12,472	24,937	54,86,103	3,03,575	2,80,66,097	2,53,60,885	84,08,930	47,67,768	35,81,400	3,34,648	4,24,53,631
Grand totals for all.	2,43,58,578	1,19,469	25,634	56,18,062	4,01,890	3,05,23,633	2,74,92,736	92,06,721	66,38,395	36,14,820	3,53,683	4,73,06,355

III-B.—Expenditure on Education for Females—*contd.*

	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Arts Colleges	58,823	..	..	32,881	1,04,071	1,95,775	2,864	5,556	8,420
Professional Colleges—									
Medicine	2,00,000	..	..	..	..	2,00,000	..	..	..
Education	32,696	..	..	8,137	16,160	51,993	..	..	..
Intermediate Colleges	62,077	..	4,582	17,118	39,141	1,22,918	..	..	..
Totals	3,53,596	..	4,582	53,136	1,59,372	5,70,686	2,864	5,556	8,420
School Education.									
General.									
High Schools	16,48,901	1,477	32,751	14,35,102	11,23,549	42,44,780	51,746	87,446	1,39,192
Middle Schools—									
English	6,47,223	9,710	17,713	3,67,633	7,04,160	17,46,444	3,255	32,382	35,637
Vernacular	1,28,744	49,916	91,874	28,914	2,64,217	5,66,665	2,431	16,161	18,592
Primary Schools	11,41,759	5,35,950	2,70,271	2,73,983	14,10,681	36,32,635	10,258	1,11,789	1,22,047
Totals	35,66,618	5,97,053	4,15,609	21,05,637	35,05,007	1,01,90,524	67,690	2,47,778	3,15,468
Special.									
Medical Schools	48,683	550	..	20,488	28,816	98,543	..	..	..
Normal and Training Schools.	3,37,717	150	7,749	23,143	2,08,386	5,77,145	860	12,824	13,684
Technical and Industrial Schools	64,127	3,546	1,244	12,602	2,16,204	2,97,723	497	4,106	4,603
Commercial Schools	7,682	..	..	15,620	1,608	24,910	..	..	..
Agricultural Schools	500	..	..	..	25	525	..	..	..
Schools for Adults	14,347	20	2,000	4,193	24,785	46,245	10	320	330
Other Schools	34,051	..	1,925	4,520	44,007	84,503	..	..	..
Totals	5,07,113	4,266	13,818	80,566	5,23,831	11,29,594	1,367	17,250	18,617
GRAND TOTALS FOR FEMALES.	44,27,327	6,01,319	4,34,009	22,39,339	41,88,210	1,18,90,804	71,921	2,70,584	3,42,505
GRAND TOTALS FOR MALES.	1,83,83,640	43,60,275	12,28,044	2,29,96,210	1,39,64,906	6,09,33,075	58,75,000	27,76,548	86,51,548
GRAND TOTALS FOR ALL	2,28,10,967	49,61,594	16,62,053	2,52,35,549	1,81,53,716	7,28,23,879	59,46,921	30,47,132	89,94,053

III-B.—Expenditure on Education for Females—*concld.*

—	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	6,74,888	5,925	10,723	..	235	6,91,771
Buildings, etc.	11,62,894	51,432	60,473	92,541	13,21,578	26,88,718
Miscellaneous	11,41,565	54,980	55,220	18,12,197	17,45,393	48,09,355
TOTALS	29,79,147	1,12,337	1,26,416	19,04,738	30,67,206	81,89,844
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	1,80,680	..	..	64,040	1,08,416	3,49,136
Professional Colleges—						
Medicine	2,00,000	..	..	..	..	2,00,000
Education	68,436	..	..	3,817	16,160	88,413
Intermediate Colleges	1,17,943	..	4,582	21,649	39,141	1,83,315
TOTALS	5,67,059	..	4,582	85,506	1,63,717	8,20,864
SCHOOL EDUCATION.						
General.						
High Schools	22,70,810	8,869	49,670	15,69,970	12,17,335	51,16,654
Middle Schools—						
English	8,77,668	9,710	39,041	3,91,977	7,37,559	20,55,955
Vernacular	3,34,432	63,053	2,39,844	36,096	2,80,539	9,53,964
Primary Schools	35,65,118	13,13,952	19,44,703	3,10,840	16,39,975	86,74,588
TOTALS	70,48,028	13,95,584	22,73,258	23,08,883	37,75,408	1,68,01,161
Special.						
Medical Schools	1,32,795	550	..	20,488	29,056	1,82,879
Normal and Training Schools	9,82,979	6,103	21,424	24,320	2,25,435	12,60,221
Technical and Industrial Schools	68,053	8,546	1,244	13,099	2,20,310	3,06,252
Commercial Schools	7,682	..	..	15,620	1,608	24,910
Agricultural Schools	500	..	..	..	25	525
Schools for Adults	14,347	20	2,900	4,203	25,105	46,575
Other Schools	49,353	304	1,925	4,520	44,080	1,00,182
TOTALS	12,55,659	10,528	27,493	82,250	5,45,619	19,21,544
GRAND TOTALS FOR FEMALES	1,18,49,893	15,18,444	24,31,749	43,81,377	75,51,950	2,77,33,413
GRAND TOTALS FOR MALES	8,79,51,701	1,65,39,196	68,36,707	4,24,81,805	2,72,05,497	18,10,14,906
GRAND TOTALS FOR ALL	9,98,01,594	1,80,57,640	92,68,456	4,68,63,182	3,47,57,447	20,87,48,319

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION	162,653	1,421,550	83,915,387	31,104,809	5,682,672	46,170	1,845,871	3,183,631	126,892,743
School Education.									
Classes.									
Primary I	4,379	115,224	2,571,583	1,082,720	155,963	1,138	34,110	80,627	4,045,684
II	2,091	41,500	855,235	290,333	30,696	901	14,048	17,703	1,252,507
III	2,467	31,374	636,104	180,587	24,397	946	11,878	11,259	897,512
IV	2,441	23,901	446,472	107,566	17,395	851	10,033	7,164	615,823
V	2,275	12,576	251,524	53,965	8,216	648	7,001	2,000	338,205
† Middle? VI	1,979	8,816	161,062	36,606	6,444	931	5,546	1,256	222,640
VII	1,778	6,707	122,446	26,306	5,516	836	3,956	653	168,198
VIII	1,243	4,274	90,454	18,292	1,518	784	3,571	250	120,486
† High IX	659	2,729	63,424	11,741	1,069	769	2,812	162	83,365
X	749	2,112	58,718	9,762	1,008	701	2,301	151	70,502
..	261	1,606	41,815	5,721	72	643	26	76	50,313
..	30	159	6,947	926	3	645	11	23	8,744
TOTALS	20,452	250,068	5,300,784	1,824,525	252,237	9,796	94,703	121,324	7,873,979
University and Intermediate Education.									
Intermediate classes 1st year	108	718	14,847	2,245	321	340	411	72	19,062
2nd year	87	594	14,570	2,260	163	219	369	47	18,309
Degree classes 3rd year	44	340	7,311	1,143	62	91	133	27	9,151
4th year	24	299	7,193	1,202	47	74	139	13	8,991
5th year	8	24	1,317	228	8	11	12	2	1,610
Post-graduate classes 6th year	5	25	1,065	185	3	14	17	2	1,316
7th year	..	..	75	7	..	..	..	..	82
Research Students	..	3	321	9	..	3	..	..	336
TOTALS	276	2,003	47,342	7,354	604	752	1,081	163	59,575‡
No. of scholars in recognised institutions.	20,728	252,071	5,348,126	1,831,879	252,841	10,548	95,874	121,487	7,933,554
No. of scholars in unrecognised institutions.	4	6,035	178,576	108,113	199,536	568	4,551	3,252	555,635
GRAND TOTALS	20,732	258,106	5,521,702	1,939,992	452,377	11,116	100,425	124,739	8,489,189

† Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These lines could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.)

‡ Excludes 138 scholars of one Oriental College in the Punjab and 34 scholars of one Oriental College in Assam (shown against "Education" in V-A), also excludes 3,612 and 423 scholars reading in school stages in the college in the N. P. and in the Punjab respectively.

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION	96,111	1,372,441	80,264,600	28,360,492	5,824,070	42,401	1,020,864	3,180,781	120,161,760
School Education.									
Primary — Classes. I	7,648	25,496	343,712	218,934	20,255	1,295	5,712	2,375	625,427
II	3,034	10,783	86,939	31,106	13,984	850	1,730	652	149,078
III	2,388	7,923	57,454	13,886	2,462	959	1,416	358	86,846
IV	2,308	6,443	32,456	5,407	3,931	766	935	281	52,522
V	1,994	5,084	17,744	2,592	841	517	661	186	29,619
† Middle — VI	1,631	3,653	7,058	716	393	645	135	141	14,372
VII	1,410	2,697	3,969	379	312	471	121	103	9,462
VIII	1,080	1,703	1,757	183	106	329	66	59	5,283
† High — IX	513	716	926	50	43	205	19	30	2,502
X	533	483	641	36	53	165	12	19	1,942
..	185	349	480	9	1	80	..	14	1,118
..	4	39	160	6	..	88	..	9	306
TOTALS	22,723	65,369	553,296	273,304	42,381	6,370	10,807	4,227	978,477
University and Intermediate Education.									
Intermediate classes — 1st year	31	144	114	6	..	4	4	1	304
2nd year	40	86	99	2	..	3	7	..	237
Degree classes — 3rd year	18	66	56	5	..	..	2	..	147
4th year	15	46	52	2	..	..	1	..	116
5th year	..	..	..	..	..	..	..	..	..
Post-graduate classes — 6th year	..	..	..	..	..	..	..	..	..
7th year	..	..	..	..	..	..	..	..	..
Research Students	..	..	..	..	..	..	..	..	..
TOTALS	104	342	321	15	..	7	14	1	804
No. of scholars in recognised institutions	22,827	65,711	553,617	273,319	42,381	6,377	10,821	4,228	979,281
No. of scholars in unrecognised institutions.	..	810	15,426	85,688	1,912	87	1,298	77	55,298
GRAND TOTALS	22,827	66,521	569,043	309,007	44,293	6,464	12,119	4,305	1,034,579

† *Vide* footnote on previous page.

V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
Schools.									
Arts Schools	35	90	1,386	278	1	25	17	15	1,847
Law Schools	..	..	150	30	..	..	..	..	180
Medical Schools	48	213	3,734	845	66	2	123	14	5,045
Normal and Training Schools	3	2,455	12,881	3,995	980	3	274	383	20,974
Engineering and Surveying Schools	51	30	1,095	115	53	1	36	30	1,411
Technical and Industrial Schools	696	2,347	9,509	3,698	40	99	291	225	16,805
Commercial Schools	377	564	4,562	532	377	352	22	50	6,886
Agricultural Schools	2	51	328	42	..	..	..	..	428
Reformatory Schools	4	68	811	496	99	..	7	9	1,494
Schools for Defectives	10	229	399	53	21	6	6	2	726
Schools for Adults	..	707	41,849	47,682	65	9	4,766	929	96,007
Other Schools	123	58	32,952	49,616	9,331	125	26	96	92,327
TOTALS	1,249	6,812	109,656	107,382	11,033	622	5,568	1,753	244,075
Colleges.									
Law	14	95	6,604	1,053	59	51	73	11	7,960
Medicine	58	190	2,864	382	19	118	120	7	3,758
Education	26	58	739	206	4	..	31	2	1,066
Engineering	103	47	1,427	158	4	24	99	2	1,864
Agriculture	1	18	362	94	7	6	68	27	583
Commerce	..	28	1,322	82	1	55	5	..	1,496
Forestry	7	15	73	18	15	..	4	2	134
Veterinary Science	6	16	170	83	2	..	11	..	288
TOTALS	215	467	13,561	2,076	111	249	411	51	17,141
GRAND TOTALS	1,464	7,279	123,217	109,458	11,144	871	5,979	1,804	261,216

V-B.--Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

—	Europeans and Anglo-Indians.	Indian Christians	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
Schools.									
Medical Schools	20	199	60	18	..	1	10	..	308
Normal and Training Schools	245	2,076	1,308	263	305	25	58	20	4,280
Technical and Industrial Schools	48	2,376	700	74	23	..	..	19	3,240
Commercial Schools	254	2	..	..	..	..	..	5	261
Agricultural Schools	..	75	..	..	..	..	..	7	82
Schools for Adults	..	2	545	76	..	134	..	183	940
Other Schools	33	337	925	648	1	19	..	19	1,982
TOTALS	600	5,047	3,788	1,079	329	179	68	253	11,093
Colleges.									
Medicine	15	12	26	5	..	..	5	..	63
Education	61	32	17	..	..	..	..	..	110
TOTALS	76	44	43	5	..	..	5	..	173
GRAND TOTALS	676	5,091	3,831	1,084	329	179	73	253	11,266

VI.—Teachers (Men and Women).

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained teachers.	Grand totals of Teachers.
						Possessing a degree.		*Possessing no degree.*				
	A Degree	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	3	194	1,166	1,138	42	1	2	243	1,219	2,543	1,465	4,008
Local Board and Municipal.	3	753	39,573	37,392	484	39	17	6,833	31,998	78,205	38,887	117,092
Aided	29	1,210	19,994	18,791	1,408	26	57	35,755	63,897	41,432	99,735	141,167
Unaided	..	41	1,062	929	24	1	2	5,420	11,142	2,056	16,565	18,621
Totals	35	2,198	61,795	58,250	1,958	67	78	48,251	108,256	124,236	156,652	280,888
Middle Schools.												
Government	54	490	547	111	16	16	35	72	350	1,218	473	1,691
Local Board and Municipal.	169	881	10,484	881	134	17	88	633	2,836	12,549	3,574	16,123
Aided	174	1,404	4,251	1,244	736	169	305	4,754	5,278	7,809	10,506	18,315
Unaided	20	123	738	64	11	63	91	1,343	975	956	2,472	3,428
Totals	417	2,898	16,020	2,300	897	265	519	6,802	9,439	22,532	17,025	39,557
High Schools.												
Government	1,657	1,234	730	43	186	268	372	384	790	3,850	1,814	5,664
Local Board and Municipal.	639	893	281	41	261	81	173	128	540	2,115	922	3,037
Aided	2,262	3,015	2,364	335	531	1,649	1,889	3,136	4,989	8,507	11,663	20,170
Unaided	159	137	577	22	12	1,867	606	3,300	1,485	907	7,258	8,165
Totals	4,717	5,279	3,952	441	990	3,865	3,040	6,948	7,804	15,379	21,657	37,036
GRAND TOTALS	5,169	10,375	81,767	60,991	3,845	4,197	3,637	62,001	125,499	162,147	195,334	357,481

VII.—European Education.

Total European population . . Male . 157,558
Female . 92,099
TOTAL . 249,657

Percentage to European population of those at school.

Males.	Females.	Total.
16·14	25·49	19·59

—	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and *vice versa*.	Teachers. Trained.	Teachers. Untrained.	Expenditure from Govt. funds.	Expenditure from Board funds.	Expenditure from Fees.	Expenditure from Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges . .	5	179	161	..	46	22	1,13,865	100	88,965	56,905	2,59,835
Training Colleges . .	1	21	21	..	2	..	24,954	..	..	..	24,954
High Schools . .	65	14,793	13,316	988	424	384	10,63,959	8,206	10,04,002	6,34,474	27,10,641
Middle Schools . .	38	3,845	3,379	958	146	106	2,02,940	4,774	1,35,816	1,30,699	4,74,229
Primary Schools . .	55	3,794	3,108	1,217	128	91	1,01,994	8,732	70,613	1,19,222	3,00,561
Training Schools . .	..	..	..	..	..	..	2,173	..	..	..	2,173
Technical and Industrial Schools.	3	375	361	..	2	4	15,460	..	15,784	4,689	35,933
Commercial Schools .	..	..	..	..	..	..	..	..	..	..	..
Other Schools . .	..	..	..	..	..	..	11,854	..	..	..	11,854
TOTALS .	167	23,007	20,340	3,163	748	607	15,37,199	21,812	13,15,180	9,45,989	38,20,180
Institutions for Females.											
Arts Colleges . .	1	312	272	..	18	3	9,711	..	12,324	6,759	28,794
Training Colleges . .	2	49	49	..	9	1	33,316	..	2,837	4,272	40,425
High Schools . .	100	10,068	15,196	2,806	750	493	10,95,697	9,964	9,88,621	5,23,047	26,12,329
Middle Schools . .	60	6,250	5,625	1,742	269	157	2,84,562	3,893	1,81,508	2,04,741	6,74,704
Primary Schools . .	51	2,812	2,483	1,038	92	84	79,546	3,069	64,264	94,962	2,42,741
Training Schools . .	10	171	156	..	37	5	61,157	..	12,044	11,684	84,885
Technical and Industrial Schools.	1	54	56	..	2	2	450	..	..	1,837	2,287
Commercial Schools .	5	165	151	..	6	6	6,295	..	11,368	1,194	18,857
Other Schools . .	2	25	25	4	3	1	11,916	..	139	3,570	15,625
TOTALS .	232	25,906	23,963	5,590	1,186	752	15,82,650	17,926	12,68,105	8,52,066	37,20,647
GRAND TOTALS FOR INSTITUTIONS.	399	48,913	44,303	..	1,934	1,359	31,19,849	39,638	25,83,285	17,98,055	75,40,827
Inspection . . .							1,25,941	..	..	..	1,25,941
Buildings, etc. . .							7,09,568	476	1,66,772	6,80,724	15,57,540
Miscellaneous . .							10,83,521	1,080	21,90,351	15,99,662	48,24,614
TOTALS .							18,69,030	1,556	23,57,123	22,80,386	65,08,095
GRAND TOTALS .							49,88,879	41,194	49,40,408	40,78,441	1,40,48,922

Expenditure on Buildings includes Rs. 1,61,778 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

Hostel charges, scholarships and other contingent charges.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
Degree Examinations.	1	2	3	4	5	6	7	8	9	10	11	12
Arts and Science.												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	1	2	3	..	2	2	..	..	..	..	..	..
D. Sc.	1	1	2	1	1	2	..	..	..	..	..	..
M. A.	1,059	293	1,352	774	130	904	17	2	19	10	1	11
M. Sc.	269	24	293	197	12	209	1	..	1	1	..	1
B. A. (Honours)	1,270	101	1,371	874	56	930	33	1	34	28	..	28
B. Sc. (Honours)	375	55	430	219	29	248	..	..	..	..	..	..
B. A. (Pass)	5,500	2,016	7,516	3,012	758	3,770	138	41	179	107	30	137
B. Sc. (Pass)	1,469	293	1,762	810	130	940	7	..	7	5	.	5
Law.												
Master of Law	2	14	16	..	6	6	..	..	..	..	..	..
Bachelor of Law	4,195	249	4,444	2,570	131	2,701	1	..	1	1	..	1
Medicine.												
M. D.	8	5	13	3	4	7	..	..	..	..	..	..
M. B., B. S.	1,172	..	1,172	467	..	467	39	..	39	20	..	20
L. M. S. (Bombay)	36	..	36	17	..	17	17	..	17	9	..	9
M. C. P. & S. (Bombay)	5	..	5	1	..	1	..	..	..	..	..	..
M. S. F. M. (Calcutta)	4	..	4	1	..	1	..	..	..	..	..	..
M. S.	3	1	4	..	1	1	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	11	..	11	6	..	6	..	..	..	..	..	..
D. P. H.	17	..	17	14	..	14	..	..	..	..	..	..
B. Sc. (Sanitary)	6	..	6	3	..	3	..	..	..	..	..	..
D. T. M. (Calcutta)	3	25	28	3	17	20	..	1	1	..	1	1
Engineering.												
Bachelor of C. E.	149	..	149	110	..	110	..	..	..	..	..	..
Bachelor of M. E.	96	..	96	62	..	62	..	..	..	..	..	..
Education.												
B. E., B. T. & L. T.	514	272	786	412	139	551	55	12	67	37	11	48
Commerce.												
Bachelor of Commerce	181	89	270	103	26	129	1	..	1	1	..	1
Agriculture.												
Master of Agriculture	..	3	3	..	2	2	..	..	..	..	..	..
Bachelor of Agriculture.	105	12	117	89	7	96	..	..	..	..	..	..

* *i.e.*, appearing from a recognised institution

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts	12,555	3,947	16,502	5,715	1,366	7,081	330	159	489	221	71	292
Intermediate in Science.	7,216	698	7,914	4,000	295	4,295	72	4	76	44	2	46
Licentiate of Civil Engineering	74	..	74	50	..	50	..	..	..	..	..	..
Licence, Diploma or certificate in Teaching.	1,133	253	1,386	927	170	1,097	222	5	227	196	2	198
Intermediate or Diploma in Commerce.	406	23	519	276	14	290	..	..	..	..	..	..
Licentiate of Agriculture	83	..	83	64	..	64	..	..	..	..	..	..
Veterinary Examinations.	249	..	249	186	..	186	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
(a) On completion of High School course.												
Matriculation	39,444	3,962	42,406	26,105	1,865	27,970	585	130	715	361	75	436
School Final, etc.	23,555	1,834	25,389	18,623	868	19,491	542	33	575	432	13	445
European High School	290	8	298	161	1	162	242	3	245	143	2	145
Cambridge Senior	363	94	457	216	17	233	226	5	231	119	1	120
Vernacular High (in Burma).	160	372	532	71	93	164	36	42	78	10	15	25
(b) On completion of Middle School course.												
Cambridge Junior	552	8	560	358	2	360	385	..	385	234	..	234
European Middle	574	1	575	310	..	310	510	2	512	386	1	387
Anglo-Vernacular Middle	56,414	243	56,657	43,084	45	43,129	2,111	49	2,160	1,388	27	1,415
Vernacular Middle	30,447	4,796	35,243	19,093	1,733	20,826	2,242	636	2,878	1,339	280	1,619
(c) On completion of Primary course.												
Upper Primary	176,672	419	177,091	128,227	199	128,426	10,864	213	11,077	8,288	135	8,373
Lower Primary	362,427	1	362,428	278,289	1	278,290	38,169	116	38,285	26,714	96	26,810
(d) On completion of Vocational course.												
For teacher's certificates.—												
Vernacular, Higher	4,370	1,005	5,375	3,147	518	3,665	1,387	64	1,451	1,025	30	1,055
Vernacular, Lower	9,614	2,824	12,438	6,526	1,264	7,790	738	27	765	460	15	475
At Art Schools	1,233	95	1,328	600	19	619	29	2	31	16	2	18
At Law Schools	34	..	34	34	..	34	..	..	..	..	..	..
At Medical Schools	1,333	346	1,679	852	238	1,090	57	16	73	35	11	46
At Engineering Schools	665	192	1,157	449	193	642	..	..	..	..	..	..
At Technical and Industrial Schools	1,512	1,014	2,526	1,208	633	1,841	96	328	424	80	237	317
At Commercial Schools	2,800	7,824	10,624	1,185	2,912	4,097	88	52	140	42	13	55
At Agricultural Schools	88	1	89	77	..	77	..	..	..	..	..	..
At other Schools	5,234	439	5,673	3,552	274	3,826	182	..	182	88	..	88

* i.e., appearing from a recognised institution.

MGIP(—1— X57-2—4-26—650.

CALCUTTA
GOVERNMENT OF INDIA PRESS
8, HASTINGS STREET

EDUCATION, INDIA.

EDUCATION IN INDIA

IN

1925-26.

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1928

Government of India Publications are obtainable from the Government of India Central Publication Branch, 3, Government Place, West, Calcutta, and from the following Agents :—

EUROPE.

OFFICE OF THE HIGH COMMISSIONER FOR INDIA, 42, GROSVENOR GARDENS, LONDON, S. W. 1.

And at all Booksellers.

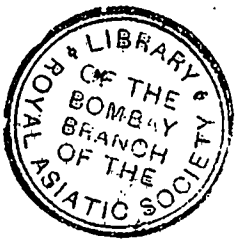
INDIA AND CEYLON : Provincial Book Depots.

MADRAS :—Office of the Superintendent, Government Press, Mount Road, Madras.
BOMBAY :—Superintendent, Government Book Depot, Town Hall, Bombay.
SIND :—Library attached to the Office of the Commissioner in Sind, Karachi.
BENGAL :—Office of the Bengal Secretariat Book Depot, Writers' Buildings, Room No. 4, Ground Floor, Calcutta.
UNITED PROVINCES OF AGRA AND OUDH :—Office of the Superintendent of Government Press, United Provinces of Agra and Oudh, Allahabad.
PUNJAB :—Office of the Superintendent, Government Printing, Punjab, Lahore.
BURMA :—Office of the Superintendent, Government Printing, Burma, Rangoon.
CENTRAL PROVINCES AND BERAR :—Superintendent, Government Printing, Central Provinces, Nagpur.
ASSAM :—Office of the Superintendent, Assam Secretariat Press, Shillong.
BIHAR AND ORISSA :—Office of the Superintendent, Government Printing, Bihar and Orissa, P. O. Gulzarbagh, Patna.
COORG :—Office of the Chief Commissioner of Coorg, Bangalore.
NORTH-WEST FRONTIER PROVINCE :—Office of the Manager, Government Printing and Stationery, Peshawar.

Thacker, Spink & Co., Calcutta and Simla.
W. Newman & Co., Ltd., Calcutta.
R. Cambray & Co., Calcutta.
S. K. Lahiri & Co., Calcutta.
The Indian School Supply Depot, 309, Bow Bazar Street, Calcutta, and 226, Nawabpur, Dacca.
Butterworth & Co. (India), Ltd., Calcutta.
Rai M. C. Sarcar Bahadur & Sons, 90-2A, Harrison Road, Calcutta.
Standard Literature Company, Limited, Calcutta.
Association Press, Calcutta.
Chukervertty Chatterjee & Co., Ltd., 13, College Square, Calcutta.
The Book Company, Calcutta.
James Murray & Co., 12, Government Place, Calcutta. (For Meteorological Publications only).
Ray Chaudhury & Co., 68-5, Ashutosh Mukerji Road, Calcutta.
The Oriental Publishing House, 34, Cornwallis Street, Calcutta.
Scientific Publishing Co., 9, Taltola Lane, Calcutta.
B. C. Basak, Esq., Proprietor, Albert Library, Dacca.
Mitra Brothers, Rajshahi.
Higginbothams, Madras.
P. R. Rama Iyer & Co., Madras.
Rochouse & Sons, Madras.
G. A. Nateson & Co., Publishers, George Town, Madras.
Theosophical Publishing House, Adyar, Madras.
Bright & Co., Trivandrum.
The Booklover's Resort, Taikad, Trivandrum, South India.
E. M. Gopalakrishna Kone, Pudumandapam, Madura.
Vijapur & Co., Vizagapatam.
Thacker & Co., Ltd., Bombay.
D. B. Taraporevala, Sons & Co., Bombay.
Sunder Pandurang, Bombay.
Ram Chandra Govind & Sons, Kalbadevi Road, Bombay.
N. M. Tripathi & Co., Booksellers, Princess Street, Kalbadevi Road, Bombay.
Proprietor, New Kitabkhana, Poona.
The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.
R. S. Gondhalekar's Book Depot, Publisher and Bookseller, Budhwar Chawk, Poona City.
Rama Krishna Bros., Opposite Vishrambag, Poona City.
Mangaldas & Sons, Booksellers and Publishers, Bhaga Talao, Surat.
Mrs. Radhabai Atmaram Sagoon, Kalbadevi Road, Bombay.
Pustakalaya Sahayak Sahakari Mandal, Ltd., Baroda.
A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.
R. B. Umadikar & Co., The Bharat Book Depot, Dharwar.
The Standard Bookstall, Karachi, Quetta, Delhi, Murree and Rawalpindi.
The Karachi Book Depot, Elphinstone Street, Camp, Karachi.
The English Bookstall, Karachi.
The Standard Bookstall, Quetta.
U. P. Malhotra & Co., Quetta.
J. Ray & Sons, 43 K. & L., Edwardes Road, Rawalpindi and Murree.
The Standard Book Depot, Lahore, Lucknow, Nainital, Mussoorie, Dalhousie, Ambala Cantonment and Delhi.
N. B. Mathur, Supdt., Nazir Kanun Hind Press, Allahabad.
The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.
Ram Dayal Agarwala, 184, Katra, Allahabad.
Manager, Newal Kishore Press, Lucknow.
The Upper India Publishing House, Ltd., 41, Aminabad Park, Lucknow.
Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.
Rama Krishna & Sons, Booksellers, Anarkali, Lahore.
Puri Brothers, Booksellers and Publishers, Katcheri Road, Lahore.
The Insurance Publicity Co., Ltd., Lahore.
The Tilak School Bookshop, Lahore.
The Standard Bookstall, Lahore.
The Proprietors, Punjab Sanskrit Book Depot, Saidmitha Street, Lahore.
The Punjab Religious Book Society, Lahore.
Manager of the Imperial Book Depot, 63, Chandni Chowk Street, Delhi.
The Indian Army Book Depot, Juhi, Cawnpore.
Oxford Book and Stationery Company, Delhi.
Supdt., American Baptist Mission Press, Rangoon.
Proprietor, Rangoon Times Press, Rangoon.
The Modern Publishing House, Ltd., 30, Phayre Street, Rangoon.
Burma Book Club, Ltd., Rangoon.
Manager, The "Hitavada," Nagpur.
Bhisey Brothers, Booksellers and Stationers, Sitabaldi, Nagpur.
S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.
The Manager, Ceylon Observer, Colombo.
The Manager, The Indian Book Shop, Benares City.
The Srivilliputtur Co-operative Trading Union, Ltd., Srivilliputtur (Satur, S. I. R.).
The Students' Emporium, Patna.
Raghunath Prasad & Sons, Patna City.
K. L. Mathur & Bros., Guzri, Patna City.
Dandekar Brothers, Indore City.
The Hyderabad Book Depot, Chaderghat, Hyderabad (Deccan).

TABLE OF CONTENTS.

	Page.
Preface	
I. General	1
II. Control	8
III. University Education	9
IV. Secondary Education	15
V. Primary Education (Boys)	19
VI. Female Education	22
VII. Professional and Technical Education:—	
(*a*) The Training of Teachers	23
(*b*) Other Professional and Technical Education	25
VIII. Education of Special Classes and Communities:—	
(*i*) European Education	27
(*ii*) Muhammadan Education	28
(*iii*) Depressed Classes	29
(*iv*) Education of Defectives	30
IX. Miscellaneous	31
Appendix—	
General Educational Tables, 1925-26	35



PREFACE.

This report deals very briefly with education and educational statistics in British India for the year 1925-26. It is based upon the reports of Provincial Directors of Public Instruction and has been considerably abbreviated this year. The quinquennial report on Education which will be published during the current year will contain a full and detailed analysis of education in India during the past five years.

I am greatly indebted to Mr. R. M. Statham for the compilation of this report which is almost entirely his own work.

R. LITTLEHAILES,
Educational Commissioner
with the Government of India.

SIMLA,
May 1928.

EDUCATION IN INDIA

IN

1925-26.

I. General.

During the year 1925-26 there was an exceptionally large increase in the number of scholars under instruction. The number of recognised institutions increased by 9,362 and the number of scholars by 690,967, the corresponding increases during the previous year being 9,371 and 513,778 respectively. The number of scholars reading in recognised and unrecognised institutions increased by 700,049 as against an increase of 498,988 in 1924-25. The table below shows the different types of institutions with the scholars in attendance at them.

Institutions and Scholars.

Types of institutions.	Institutions.		Scholars.	
	1926.	1925.	1926.	1925.
Universities	13	13	6,623	6,799
Arts Colleges	215	211	63,588	58,850
Professional Colleges	75	72	17,378	16,882
High Schools	2,634	2,518	761,637	715,594
Middle Schools	8,203	7,535	954,510	832,007
Primary Schools	183,164	175,663	7,799,076	7,315,611
Special Schools	8,806	7,736	289,891	255,996
Unrecognised institutions	34,726	34,630	621,618	612,536
TOTAL	237,836	228,378*	10,514,321	9,814,272*

* Revised Figures.

The number of recognised institutions and the number of scholars increased in all the provinces, but out of a total increase of 9,362 institutions as many as 3,550 were opened in Madras. This province also showed the largest increase in the number of scholars, 156,121, but was closely followed by the Punjab with an increase of 140,250 scholars.

It is satisfactory to note that there was a further rise in the number of scholars reading in Professional Colleges and that the number of scholars reading in Special Schools increased by 33,898.

The number of unrecognised institutions rose slightly, and their strength increased by 9,082, the increase occurring mainly in Bengal, the United Provinces, Bihar and Orissa and in Assam.

The percentage of males under instruction in recognised institutions to the total population was 6·5 as against 6·0 in 1924-25 and the percentage of females under instruction was 1·3 as against 1·2 in the previous year.

The rise of 0·5 per cent. in the percentage for males was the largest increase recorded in any year during the last ten years and though the percentage of 6·5 is still far from satisfactory, it compares very favourably with the figure for ten years ago, which was only 4·7.

Unfortunately the percentage for females has risen extremely slowly. It was 0·9 in 1916 and after ten years it has increased to only 1·3.

Wastage.—As has been pointed out in successive reports, while the numbers reported to be reading at school show satisfactory increases, the duration of school life in the primary classes continues to be distressingly short.

In the last annual report the wastage between class and class for boys' schools as between the years 1923-24 and 1924-25 was stated to be:—

Between Classes I and II	2,433,285
Between Classes II and III	321,246
Between Classes III and IV	258,937
Between Classes IV and V	281,555

The corresponding figures for the wastage between the years 1924-25 and 1925-26 were:—

Between Classes I and II	2,666,327
Between Classes II and III	280,339
Between Classes III and IV	242,411
Between Classes IV and V	250,988

The latter figures show that after one year Class II represents only 34 per cent. of Class I, Class III 78 per cent. of Class II, Class IV 73 per cent. of Class III and Class V 59 per cent. of Class IV.

All the reports from the provinces show that the problem of stagnation in the lower classes is still a pressing one. The Director of Public Instruction in Bihar and Orissa has given figures for one division which show that in the year 1925-26, 9 per cent. of the pupils reading in Class I were promoted after one year's study, 11 per cent. were promoted after more than one year's study in Class I and 8 per cent. were promoted after more than two years' study in Class I. 72 per cent. of the class were not promoted at all.

It is sometimes assumed that if compulsion could be universally adopted wastage would disappear, but, while compulsion will prevent the large withdrawals which take place from each class, it cannot entirely eradicate stagnation. The Punjab and other provinces have been discovering that one cure for the evils of stagnation lies in better schools, with larger and better trained staffs. The necessity of eliminating the single-teacher school of moderate size is being increasingly recognised in the provinces and in the Punjab in 1925-26 there were less than 500 single-teacher schools of any kind.

Expenditure.—The total expenditure on education has increased by the very large figure of Rs. 1,90,90,310 as against an increase of only Rs. 97,11,973 in the previous year. To this increase Bombay contributed Rs. 37½ lakhs, the Punjab 29 lakhs, Burma 27 lakhs, Madras 26 lakhs and Bengal 21 lakhs. A reference to table (IV), Expenditure on Education, will show to what a remarkable extent the provinces vary in the percentages of their expenditure met from Government funds, from Board and from other funds. In the United Provinces expenditure from Government funds represents 57 per cent. of the total expenditure, whereas in Bengal Government funds represent only 38·1 per cent. In the Central Provinces fees meet only 11·2 per cent. of the total expenditure, but in Bengal fees meet as much as 41·2 per cent. In Madras "other sources"—and the amount met from other sources is a measure of the private effort in education—meet 22·5 per cent. of the total expenditure, whereas in Bombay other sources meet only 11·6 per cent. In Bihar and Orissa Board funds meet 28·5 per cent. of the total expenditure, while in Bengal only 5·1 per cent. is met from Board funds.

The average annual cost per scholar to Government varies in the provinces from Rs. 18-8 in Bombay to Rs. 2-13 in Bihar and Orissa. In the vast, sparsely populated, area of Baluchistan the cost to Government is as high as Rs. 45-8. The total cost per scholar varies in the provinces from Rs. 36-4 in Bombay to Rs. 10-9 in Bihar and Orissa, the total cost in Baluchistan being as much as Rs. 84-11 per scholar.

(i) *Number of Institutions.*

Province.	Recognized institutions.			Unrecognized institutions.			Total institutions.		
	1926.	1925.	Increase (+) or Decrease (−).	1926.	1925.	Increase (+) or Decrease (−).	1926.	1925.	Increase (+) or Decrease (−).
Madras	47,977	44,427	+3,550	2,806	3,052	—246	50,783	47,478	+3,304
Bombay*	14,406	13,851	+555	1,372	1,505	—133	15,778	15,356	+422
Bengal	56,549	(a) 55,890	+659	1,429	1,283	+146	57,978	(a) 57,173	+805
United Provinces	21,360	(a) 20,293	+1,067	2,892	2,861	+31	24,252	(a) 23,154	+1,098
Punjab	12,529	(a) 10,836	+1,693	4,386	4,376	+10	16,915	(a) 15,212	+1,703
Burma	6,694	(a) 6,379	+315	18,489	18,619	—130	25,183	(a) 24,998	+185
Bihar and Orissa	31,824	30,567	+1,257	1,807	1,539	+268	33,631	32,106	+1,525
Central Provinces and Berar	5,051	(a) 4,927	+124	298	347	—49	5,349	(a) 5,274	+75
Assam	5,191	5,082	+109	385	273	+112	5,576	5,355	+221
North-West Frontier Province	686	667	+19	365	259	+106	1,051	926	+125
Coorg	112	110	+2	6	3	+3	118	113	+5
Delhi	229	234	—5	93	98	—5	322	332	—10
Ajmer-Merwara	196	189	+7	113	116	—3	309	305	+4
Baluchistan	90	87	+3	235	251	—16	325	338	—13
Bangalore	102	99	+3	20	20	..	122	119	+3
Minor Administered areas (b)	114	110	+4	30	28	+2	144	138	+6
India	203,110	(a) 193,748	+9,362	34,726	(a) 34,630	+96	237,836	(a) 228,378	+9,458

(a) Revised figures.
(b) Figures for 1925 exclude "Mount Abu."
* Includes figures of Aden also.

(ii) *Number of Scholars.*

Province.	In Recognized Institutions.			In Unrecognized Institutions.			In All Institutions.			Percentage of Total Scholars to Population.	
	1926.	1925.	Increase (+) or Decrease (—)	1926.	1925.	Increase (+) or Decrease (—)	1926.	1925.	Increase (+) or Decrease (—)	1926.	1925.
Madras	2,266,390	2,110,269	+156,121	80,162	82,915	—2,753	2,346,552	2,193,184	+153,368	5·5	5·2
Bombay*	1,039,441	975,085	+64,356	37,589	46,499	—8,910	1,077,030	1,021,584	+55,446	5·6	5·3
Bengal	2,172,177	2,107,127	+65,050	49,835	43,815	+6,020	2,222,012	2,150,942	+71,070	4·8	4·6
United Provinces	1,221,420	1,125,183	+96,237	72,205	67,232	+4,973	1,293,625	1,192,415	+101,210	2·9	2·6
Punjab	975,517	835,267	+140,250	87,299	84,382	+2,917	1,062,816	919,649	+143,167	5·1	4·4
Burma	411,398	364,029	+47,369	203,710	205,360	—1,650	615,108	569,389	+45,719	4·7	4·3
Bihar and Orissa	1,041,667	962,423	+79,244	42,712	37,264	+5,448	1,084,379	999,687	+84,692	3·2	2·9
Central Provinces and Berar	368,787	350,811	+17,976	9,196	11,342	—2,146	377,983	362,153	+15,830	2·7	2·6
Assam	260,256	244,413	+15,843	15,730	10,605	+5,125	275,986	255,018	+20,968	3·6	3·4
North-West Frontier Province	58,416	54,568	+3,848	8,103	6,443	+1,660	66,519	61,011	+5,508	2·9	2·7
Coorg	8,841	8,337	+504	127	76	+51	8,968	8,413	+555	5·5	5·1
Delhi	21,906	20,175	+1,731	4,662	6,310	—1,648	26,568	26,485	+83	5·4	5·4
Ajmer-Merwara	12,026	11,162	+864	4,590	4,737	—147	16,616	15,899	+717	3·4	3·2
Baluchistan	5,453	5,207	+246	3,215	3,241	—26	8,668	8,448	+220	2·1	1·8
Bangalore	12,856	12,355	+501	769	712	+57	13,625	13,067	+558	11·5	11·0
Minor Administered Areas	16,152	15,325	+827	1,714	1,603	+111	17,866	16,928	+938	7·6	7·2
India	9,892,703	9,201,736 (a)	+690,967	621,618	612,536 (a)	+9,082	10,514,321	9,814,272 (a)	+700,049	4·3	4·0 (a)

(a) Revised Figures.
* Includes figures of Aden also.

(iii) *Distribution of Scholars in Recognized Institutions.*

Province.	Number of Scholars in Institutions for Males, 1926.							Number of Scholars in Institutions for Females, 1926.						
	Arts Colleges.(a)	Profes-sional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.	Arts Colleges.	Profes-sional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.
Madras . . .	11,160	1,959	134,965	26,383	1,836,114	19,772	2,030,353	390	45	11,473	5,700	214,846	3,583	236,037
Bombay* . .	7,428	2,435	63,036	19,285	791,279	18,454	901,917	..	..	8,852	3,084	123,263	2,325	137,524
Bengal . . .	24,737	6,453	232,856	142,204	1,332,871	96,090	1,835,211	284	41	8,583	8,897	317,684	1,477	336,966
United Provinces .	9,096	3,244	56,258	63,758	998,632	15,037	1,146,025	111	(b) 2	3,838	18,077	52,988	379	75,395
Punjab . . .	7,400	1,729	111,166	311,218	377,315	91,386	900,214	84	32	3,516	14,755	55,993	923	75,303
Burma . . .	1,068	234	38,589	125,384	172,224	14,020	351,514	..	..	6,539	17,656	35,023	666	59,884
Bihar and Orissa .	3,211	887	35,108	51,662	861,172	15,567	937,607	8	..	743	3,181	69,222	906	74,060
Central Provinces and Berar.	1,383	350	4,657	76,520	257,904	2,190	343,004	..	..	181	4,927	20,068	607	25,783
Assam . . .	1,144	90	14,582	28,238	194,799	4,355	243,208	..	..	1,049	3,071	12,887	41	17,048
North-West Frontier Province.	401	19	9,259	13,946	28,417	30	52,072	..	..	..	2,176	4,146	22	6,344
Coorg . . .	..	..	871	..	7,118	10	7,999	..	..	174	..	668	..	842
Delhi . . .	1,068	(c) 139	3,731	5,043	7,801	781	18,563	41	61	565	1,209	1,432	32	3,343
Ajmer-Merwara .	131	..	2,498	905	6,580	146	10,260	..	..	179	902	669	16	1,766
Baluchistan . .	..	..	1,559	1,025	1,952	9	4,545	..	..	..	742	166	..	908
Bangalore . .	115	..	1,972	1,073	4,725	98	7,983	510	..	898	1,006	2,570	89	4,873
Minor Administered Areas.	201	..	3,548	1,793	5,883	599	12,124	..	..	392	690	2,665	281	4,028
India .	68,638	17,539	714,655	868,437	6,884,786	278,544	8,832,599	1,231	181	46,982	86,073	914,290	11,347	1,060,104

* Includes figures of Aden.
(a) Includes Scholars reading in Universities.
(b) Training Department of Isabella Thoburn College, Lucknow.
(c) Represents students studying in Law classes attached to the University.

(iv) *Expenditure on Education 1925-26.*

Province.	Total Expenditure.			Percentage of expenditure from				Average Annual cost per scholar to				
	1926.	1925.	Increase (+) or Decrease (—)	Government Funds.	Board Funds. (a)	Fees.	Other sources.	Government Funds.	Board Funds.	Fees.	Other sources.	Total cost.
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	4,16,20,051	3,90,38,652	+25,81,399	45·1	11·6	20·8	22·5	8 4 4	2 2 1	8 13 3	4 2 1	18 5 9
Bombay*	3,77,39,783	3,39,85,763	+37,53,970	51·1	20·8	16·5	11·6	18 8 10	7 8 10	5 15 10	4 3 5	36 4 11
Bengal	3,76,94,290	3,56,45,939	+20,48,351	38·1	5·1	41·2	15·6	6 7 5	0 13 10	6 15 10	2 10 4	16 15 5
United Provinces	3,78,53,880	3,03,85,596	+9,68,284	57·0	13·4	13·8	15·8	14 10 0	3 7 1	3 8 7	4 1 0	25 10 8
Punjab	2,56,22,044	2,27,30,575	+28,91,469	51·9	12·9	20·3	14·9	13 10 4	3 6 3	5 5 4	3 14 4	26 4 3
Burma	1,72,41,598	1,45,51,053	+26,90,545	48·0	14·4	19·0	18·6	13 7 4	4 0 7	5 5 0	5 3 7	28 0 6
Bihar and Orissa	1,53,81,815	1,33,99,000	+19,82,815	37·6	28·5	19·2	14·7	2 13 8	3 7 11	2 8 7	1 10 7	10 8 11
Central Provinces and Berar.	1,02,72,464	90,40,444	+12,32,020	56·8	22·9	11·2	9·1	10 4 10	4 5 8	2 6 4	1 6 5	18 7 3
Assam	40,53,568	38,16,444	+2,37,124	57·9	12·4	16·7	12·8	9 0 4	1 14 5	2 9 7	1 14 5	15 6 9
North-West Frontier Province.	18,39,569	17,50,116	+89,453	62·9	13·8	10·2	13·1	21 8 7	4 11 5	3 8 3	4 7 9	34 4 0
Coorg	2,21,306	1,83,095	+38,211	56·1	20·2	20·1	3·5	13 13 3	4 15 9	4 15 4	0 13 11	24 10 3
Delhi	16,76,140	17,22,636	—46,496	42·3	11·5	15·7	30·5	27 11 2	9 5 4	12 2 1	11 1 1	60 3 8
Ajmer-Merwara	6,10,150	5,61,579	+48,571	44·3	6·9	22·3	26·5	22 7 8	3 7 8	11 5 1	13 7 4	50 11 9
Baluchistan	4,62,973	4,64,615	—1,642	53·6	12·5	16·1	17·8	45 8 6	10 6 10	13 10 5	15 1 7	84 11 4
Bangalore	7,88,816	7,98,121	—9,305	39·1	4·0	32·3	24·6	23 15 7	2 6 11	19 13 1	15 2 2	61 5 9
Minor Administered Areas.	12,14,135	6,28,594	+5,85,541	13·7	14·4	25·0	41·9	14 8 6	4 6 0	17 1 11	34 9 7	70 10 0
India	22,77,92,532	20,87,02,222	+1,90,90,310	47·8	14·3	21·6	16·3	10 5 8	3 1 8	4 11 0	3 8 4	21 10 8

(a) Board Funds includes Municipal Funds.
* Includes figures of Aden.

Legislation.—In August 1925 a bill to establish an Andhra University was introduced in the Madras Legislative Council and was passed into law in the following Januarv. The Act, which provides for the location of the headquarters of the University at Bezwada and for the concentration of Honours Colleges at Vizagapatam, Rajahmundry and Anantapur, came into force in the districts in which Telugu is the language mainly or largely spoken, namely—Ganjam, Vizagapatam, West Godavari, East Godavari, Kistna, Guntur, Nellore, Bellary, Anantapur, Cuddapah, Kurnool and Chittoor in April 1926.

In the budget session of 1926 the Madras Council also discussed the necessity for the establishment of a Tamil University and the Hon'ble the Minister for Education promised to consider the proposal for the appointment of a special committee of investigation.

During the year the Agra University Act was introduced in the United Provinces Legislative Council, but was not passed into law until August 1926. The Act removes the external side from the Allahabad University and establishes an affiliating University at Agra.

The United Provinces District Boards Primary Education Act, which has extended the facilities for introducing compulsion, granted by the Primary Education Act of 1919 to Municipalities, to District Boards, was also passed during the year and the Government of the United Provinces placed an officer on special duty to formulate plans to give effect to the new law.

In the Punjab an Act called the Punjab Primary Education (Enforcement Act) was passed in January 1926. The Act legalised the application of the provisions of Part II of the Punjab Primary Education Act of 1919 to certain local areas in the Punjab.

In Assam the Primary Education Bill passed through the Committee stage of the local Legislative Council. The Bill provides for the gradual introduction of compulsion in approved local areas, local bodies paying one-third and the Government two-thirds of the cost.

II. Control.

Inspection.—Consequent on the rapid expansion of elementary education and the opening of a large number of new elementary schools proposals were under consideration in Madras for the strengthening of the subordinate inspecting agency by the creation of a new class of officers called Junior Deputy Inspectors.

In Burma it has been decided to abolish the cadre of Sub-Inspectors, replacing all Sub-Inspectors by Deputy-Inspectors and in Bihar and Orissa the scheme for the appointment of Deputy Inspectors was completed during the year under review.

The Indian Educational Service.—The end of the Indian Educational Service is within sight and in 1925-26 out of a total of 377 sanctioned posts in the Men's branch of this Service only 281 were

filled permanently or held by officiating officers. With the stopping of further recruitment to the Service in 1924 the process of Indianisation of the Indian Educational Service automatically came to an end, but, even as it was, as many as 131 posts were held by Indians in 1925-26. In Madras 52 per cent. of the posts in the Men's Branch of the Indian Educational Service were held by Indians; in Bombay 71 per cent. and in Bengal 51 per cent. The I.E.S. will be replaced by provincial educational services in the near future.

III. University Education.

There were 6,623 students in the teaching departments of the thirteen Universities as against 6,799 students in 1925. The number of Arts and Professional Colleges rose from 283 to 290 and the number of students reading in them from 75,732 to 80,966. The total expenditure on University and Collegiate education increased from Rs. 2,60,97,235 to Rs. 2,85,22,117. No new University was opened during the year, but an Act to constitute and incorporate a University for the Telugu Districts of the Madras Presidency was passed by the Madras Legislative Council in January 1926. The new University will be called the Andhra University. It will be an affiliating University and the Act provides for the concentration of Honours teaching at three specified centres, the ultimate use of the Vernaculars as the media of instruction and examination and for the establishment and maintenance of a Publication Bureau, an Employment Bureau, Students Unions and University Extension Boards. The Bombay University Reforms Committee, which was appointed in May 1924 submitted its report in May 1925 and the Senate made the following recommendations thereon to the Government of Bombay:—

(1) The elaboration of University administrative machinery.

(2) The reform of the Senate.

(3) The expansion of University post-graduate instruction and research.

(4) The establishment of a College of Technology.

(5) The establishment of a University Provident Fund.

(6) The organisation of the physical and military training of students.

(7) The provision of a recurring grant from Government to the University.

The recommendations of the Senate are under the consideration of the Bombay Government.

The finances of the Post-Graduate Department of the Calcutta University were placed on a more stable basis by a recurring grant of Rs. 3 lakhs voted by the Bengal Legislative Council in August 1925. The financial position of the Dacca University was much improved by the passing of the Dacca University Amendment Act

in August 1925, the Act guaranteeing to the University a statutory annual grant of Rs. 5½ lakhs. The hostel for women students at the Benares University was completed during the year. It provides accommodation for 100 students, but only five women were in residence. The financial position of the Benares University has, unfortunately, remained unsatisfactory. The Rangoon University added six new professorships to its staff to provide for the new medical course, raising the total number of professorships to twenty-one. An Act (Burma Act No. VII of 1925) was passed by the Burma Legislature to provide for the constitution and powers of a Board of Trustees for the erection of the buildings of the University. The Patna University opened a Medical Faculty and admitted to its privileges up to the M.B., B.S. standard the Prince of Wales' Medical College at Patna. The Wheeler Senate Hall, the construction of which cost Rs. 1¾ lakhs, was opened in March 1926. The construction of the Nagpur University offices and Law College buildings was almost completed and the construction of a University Library building was begun. An Agriculture Faculty was instituted and the Agricultural College was affiliated to the University. The scheme for founding a University in Rajputana was abandoned owing to the lack of support from the Indian States. On the other hand the proposal to establish a University at Agra, to which the Colleges in Rajputana will be affiliated, took definite shape and the Agra University Bill was introduced in the United Provinces Legislative Council soon after the close of the year under review.

Statistics of Universities in India.

University.	Type.	Date of Foundation.	Faculties.	Annual Statistics.				Remarks.
				Year.	Number of Teaching Staff.	Number of Students.	Number of Students who Graduated in Arts and Science.	
1. Calcutta . .	Affiliating and Teaching.	1857 and 1904	A., Sc., L., Eng., M. .	1925-26	1,608	31,496	2,702	Faculty of Arts includes Commerce.
2. Bombay . . .	Affiliating and Teaching.	1857	A., Sc., L., M. . .	1925-26	634	11,326	1,049	Faculty of Arts includes Commerce and Teaching. Faculty of Science includes Agriculture and Engineering.
3. Madras	Affiliating and Teaching.	1857 and 1923	A., Sc., Ed., Ag., L., Eng., M., Com.	1925-26	1,158	17,127	2,292	
4. Punjab	Affiliating and Teaching.	1882 and 1919	A., Sc., O., Ag., Com., L., M.	1925-26	605	12,195	749	The statistics of students are for 1926-27.
5. Allahabad* . . .	Affiliating and Teaching.	1887 and 1921	A., Sc., Com., L. . .	1925-26	304	2,865	807	The statistics of students are for 1926-27.
6. Benares Hindu . .	Teaching .	1916	A., Sc., O., L., Th. .	1925-26	151	2,047	221	Twenty-three graduates in theology and oriental learning and 45 graduates in Engineering (B. Sc.) are excluded.
7. Mysore† . . .	Teaching .	1916	A., Sc., Eng., and Tch, M.	1925-26	135	1,623	228	
8. Patna	Affiliating .	1917	A., Sc., Ed., L., Eng., M.	1925-26	252	4,644	333	
9. Osmania† . . .	Teaching .	1918	A., L., Th. . . .	1925-26	78	753	70	Faculty of Arts includes Education.

*Since the close of the year under review, the affiliating side of the University has been transferred to the newly constituted *Agra* University.
† Outside British India and incorporated by law in an Indian State.

Statistics of Universities in India—concld.

University.	Type.	Date of Foundation.	Faculties.	Annual Statistics.				Remarks.
				Year.	Number of Teaching Staff.	Number of Students.	Number of Students who Graduated in Arts and Science.	
10. Aligarh Muslim . .	Teaching .	1920	A., Sc., Ed., Th. . .	1925-26	79	2,185	452	
11. Rangoon . . .	Teaching and Affiliating.	1920 and 1924	A., Sc., Ec., Ed., L., Eng., M., F.	1925-26	116	1,263	85	Faculties are here called Departments of Studies.
12. Lucknow . .	Teaching .	1920	A., Sc., Com., L., M. .	1925-26	104	1,211	145	
13. Dacca . . .	Teaching .	1921	A., Sc., L. . . .	1925-26	98	1,470	241	Excluding 62 students who obtained B. T. degree and 17 who obtained B. Com. Degree.
14. Delhi	Affiliating and Teaching.	1922	A., Sc., L. . . .	1925-26	80	1,292	127	
15. Nagpur . . .	Affiliating .	1923	A., Sc., Ed., L., Ag. .	1925-26	112	1,542	244	
16. Andhra . . .	Affiliating .	1926	....	1925-26	..	3,119	..	No examination was conducted during the year.

Abbreviations.—A. *Arts*; Ag. *Agriculture*; Th. *Theology*; Sc.—*Science*; Com. *Commerce*; Tch.—*Technology*; O.—*Oriental Learning*; L.—*Law*; F.=*Forestry*; Ec.=*Economics*; Eng.=*Engineering*; Ed.=*Education*; M.=*Medicine*.

N.B.—The teaching of the "affiliating" Universities is carried on by the staffs of their Constituent Colleges, but generally the Universities themselves provide instruction in certain branches of higher education as required by the Universities Act of 1904.

Indian students in the United Kingdom.—The number of Indian students studying in the United Kingdom in 1926 was approximately 1,500. The following table shows the number of Indians at the principal educational centres in 1925 and 1926.

	1925.	1926.
Inns of Court	583	390
Oxford	86	68
Cambridge	117	116
London	360	361
Edinburgh	224	187

The remaining students in 1926 were studying at Provincial Universities or in technological institutes and of these 16 were at Birmingham, 25 at Bristol, 25 at Leeds, 22 at Liverpool, 53 at Manchester, 28 at Sheffield, 12 at St. Andrews, 80 at Glasgow, 20 at Belfast, 5 at Aberdeen, 5 at Nottingham and 2 at Durham.

It is not possible to state the actual number of students studying in the various faculties but it is noteworthy that nearly 200 students were preparing for degrees or diplomas in Engineering and Technology and over 100 were studying for medicine. One hundred and forty-seven of the students, including 21 women, were Government scholars. The following table shows the number of students holding Government of India, Provincial and Indian State scholarships:—

Government of India	13
Madras	20
Bombay	14
Bengal	12
United Provinces	15
Punjab	8
Burma	24
Bihar and Orissa	15
Central Provinces	2
Assam	4
Mysore	7
Bahawalpur	4
Lunawada	1
Sussex Trust	8

Over one hundred of these scholarships were awarded for professional and technical study.

The report on the work of the Education Department of the High Commissioner's office for the year 1925-26 comments on the increased attention that is being paid to scientific study and states that "it is interesting to note that an increasing number of students is coming to this country for further study in pure or applied science, including many who have taken good honours degrees at their Indian Universities and now seek specialised training of some kind. In view of the need in India of men who have had a thorough scientific training and can thus return to their own country adequately equipped to assist in the development of its natural resources, this is a tendency which deserves every encouragement".

The Inter-University Board.—The second annual meeting of the Board was held at Delhi in February 1926. It was attended by representatives from the Bombay, Madras, Punjab, Benares, Aligarh, Mysore, Nagpur, Delhi, Patna and Osmania Universities and by the Educational Commissioner with the Government of India.

The Board considered, amongst other matters, the grades and salaries of University Teachers; the recognition of the degrees of Indian Universities by the Universities of Oxford and Cambridge; statutory grants to Universities; military training for University students; adult education and tutorial classes; the encouragement of scientific research and the relation of the intermediate stage of education to University work.

Nawab Hyder Nawaz Jung Bahadur of the Osmania University was elected chairman and Mr. N. S. Subbu Rao, member of the Board for the Mysore University, was elected Secretary for the ensuing year.

Indian Institute of Science, Bangalore.—One hundred and twenty students were in attendance during the last session; three of these were sent by private firms and forty-three held Institute scholarships. The following local Governments and Indian States maintained scholars at the Institute: Madras, Bombay, Bengal, Central Provinces, Bihar and Orissa, Mysore, Gwalior, Bhavnagar and Rajpipla.

By a notification of the Government of India dated the 12th February 1926 the constitution for the administration and management of the properties and funds of the institution was revised. Under the new constitution provision has been made for representation on the council of four nominees of Indian universities; two nominees of the Government of India, two nominees of the Government of His Highness the Maharajah of Mysore and one nominee of the Indian Legislative Assembly.

Results of the Degree Examinations.

Province.	University.	Percentage of Passes.			
		B. A. (Pass).		B. Sc. (Pass).	
		1924.	1925.	1924	1925.
Madras	1. Madras	(a)	(a)	50	..
	2. Andhra*	..	..	..	..
Bombay	3. Bombay	49·18	36·29	51·94	51·11
Bengal	4. Calcutta	66·4	51·2	69·2	51·8
	5. Dacca	55·8	50·4	37·2	37·2
United Provinces	6. Allahabad	54	60	75	63
	7. Benares Hindu	54·6	71·79	61·3	54
	8. Aligarh Muslim	77	89·6	90	84·3
	9. Lucknow	81·7	75·26	79·49	73·91
Punjab	10. Punjab	51·7	41·5	48·8	49
Burma	11. Rangoon	51·89	48·28	48·78	38·23
Bihar and Orissa	12. Patna	51·02	57·53	34·09	44·93
Central Provinces and Berar	13. Nagpur	42	64	76	68
Delhi	14. Delhi	52·9	66	..	57·14
Mysore State	15. Mysore	(a)	(a)	(a)	(a)
Hyderabad State (Deccan)	16. Osmania	64·44	55·86	..	..
	Total	77·24	71·00	66·13	55·32

(a) Figures are not available.
* No examination was conducted by the University which started functioning during the year.

IV. Secondary Education.

Secondary Schools.—The number of secondary schools increased from 10,053 to 10,837 and the number of scholars reading in them from 1,547,601 to 1,716,147. The total expenditure rose from Rs. 5,89,17,635 to Rs. 6,31,10,572.

The largest increase in the number of scholars occurred in the Punjab, in which province there was an increase of as many as 84,532 boys reading in secondary schools. But this large increase was mainly due to the conversion of 525 primary schools into lower middle schools, which are classified statistically as secondary.

The Director of Public Instruction, Madras, has complained of a tendency in the Madras Presidency to open or to endeavour to open new schools or new forms before adequate accommodation has been provided and has pertinently observed that "a policy of expansion which neglects existing institutions and does not provide proper facilities for work in new institutions is unsound and more harm than good is likely to be done by such indiscriminate efforts

for advancement". He has reported also that the equipment and accommodation of a large number of secondary schools, especially local body schools, are unsatisfactory and that many schools are still without proper play grounds and satisfactory sanitary arrangement. During the year the Government of Madras appointed a special officer to conduct a survey of secondary education and to prepare a programme of expansion; they also constituted a committee to consider the general question of the reorganisation of secondary education.

Bombay reports that surprise tests in various subjects, without previous intimation of the time or subject, have taken the place of weekly examinations in set subjects in some of the Government secondary schools and have shown beneficial results. In July 1925, a new School Leaving Certificate Examination Board, elected by the University of Bombay in accordance with the Regulations approved by the local Government, came into existence in the place of the old Joint Examination Board.

The Government of Bengal sanctioned a grant of Rs. 3 lakhs from provincial revenues for distribution in the shape of new and increased grants-in-aid to secondary schools on condition that fee rates and the salaries of teachers were increased and provident funds, where possible, instituted. It is reported that this has had the effect of increasing the fee-receipts in aided schools by about Rs. $3\frac{1}{2}$ lakhs.

The Director of Public Instruction, Punjab, has discussed the problem of communal institutions in the Punjab. He writes as follows:—

> "This state of affairs is most dispiriting and reveals the unhealthy atmosphere in which a large proportion of the rising generation is receiving its training. Much has been said and written in recent years on the subject of communal tension, but it is peculiar that the problem of communal schools has not been subjected to a closer scrutiny. Conditions in the Punjab being what they are, it is at least open to question whether it is advisable for boys to be trained in a narrowly communal environment from the cradle to early manhood."

The remedies suggested by him are a closer scrutiny of applications for recognition and grant-in-aid in the case of those schools where the main motive appears to be that of competition; and greater encouragement to public authorities to institute schools which will appeal to all communities. Another serious evil which is discussed in the Punjab report is the insecurity of teachers in communal schools. Some action has already been taken in order to lessen the evil, by making it a condition of recognition and admission to the grant-in-aid list that the standard provident fund rules should be accepted. Other remedies discussed are the introduction of incremental scales of pay for all posts and the giving of some right of

appeal to teachers who are dismissed without due notice or without sufficient reason.

In Burma the general condition of the schools under the Council of National Education is reported to be still far from satisfactory. An Inspector of Schools was deputed at the end of the year to inspect these schools and to make recommendations.

The rules for recurring grants to high schools were revised in Bihar and Orissa, a lump sum for the teachers' pay being substituted for detailed rates and an increase of about 12½ per cent. being allowed at the same time.

The grant to a high school will in future be an amount equal to the standard cost *minus* the fee income, subject to a maximum of half of the standard cost and a minimum of Rs. 75 a month.

The year under the review was the third year of the existence of the High School Education Board in the Central Provinces. The Board is reported "to have set before itself and steadily maintained a high standard of education". Thirteen hundred and thirty-five candidates appeared for the High School Certificate Examination, of whom 428 passed.

Both in the North-West Frontier Province and in Baluchistan secondary education for boys is reported to be becoming increasingly popular and admissions have had to be restricted owing to lack of accommodation.

Methods.—The Direct Method of teaching English is followed in all Government Schools in the Bombay Presidency and is reported to be producing good results. The Director of Public Instruction, Bengal, states that "one of the most depressing features of secondary education in Bengal is the deadly monotony of the methods of teaching and learning." The Dalton experiment and schemes resembling the Dalton plan are, however, in operation in a number of schools and the American Baptist Mission at Bhimpore has organised a "project method of study" which aims at supplementing book learning by village industrial arts. Assam has continued to experiment with the Dalton plan in three Government High Schools and the new methods are reported to have met with considerable success.

Medium of Instruction.—In Bombay candidates have been granted the option of answering the question papers in History and Classical language at the School Leaving Certificate Examination in the vernacular. Candidates have also been allowed to offer a vernacular as an alternative to a classical language. A direct result of this change was that 2,000 less candidates took Sanskrit at the School Leaving Certificate Examination. The Director of Public Instruction in the United Provinces states that no Inspector of Schools has reported favourably on the use of the vernacular in the two highest classes and he considers that the change in the medium of instruction has been made too rapidly. The Director of Public Instruction, Bihar and Orissa, considers it too early to

report on the experiment of instruction through the medium of vernaculars which was introduced in the previous year.

Manual and Vocational Instruction.—Further steps for the introduction of manual instruction and vocational training in secondary schools have been taken in almost all the provinces. Many high and middle English schools in Bengal have opened new or additional manual training classes, including classes in iron-smith's work, carpentry, weaving, dyeing and gardening. A scheme is also under consideration for opening a central training establishment in connection with the Ahsanullah School of Engineering at Dacca. Agricultural classes have been opened in connection with seven District Board middle schools in the United Provinces and agriculture has been made a compulsory subject in these schools. The Government of the United Provinces have also sanctioned the introduction of manual training as a compulsory subject in 15 District Board vernacular middle schools, the cost being met from Government funds. It is reported from the Punjab that the success which has attended the experiment of attaching farms and gardens to vernacular middle schools has strengthened the contention that vocational training should be associated with general training and should not be given in separate schools. Agricultural education has not, however, been so successful in the High Schools in the Punjab and lack of progress has been attributed to the low standard of work required for the Matriculation and School Leaving Certificate Examinations.

In the Central Provinces six new manual training centres have been opened, bringing the total number of such centres up to seventeen. Each centre is open to the boys of all the secondary schools in the locality.

In the North-West Frontier Province there are very few manual training classes, but the Director of Public Instruction reports that the experiment of opening carpentry and tailoring classes in one Islamia Middle School is being watched with interest.

Physical Education.—In Madras increased attention has been paid to physical education and the Assistant Physical Director inspected 192 schools in the course of the year and held special training classes in four centres. In Bombay the newly appointed Director of Physical Education has drawn up a course of physical exercises for all secondary schools and special training classes for teachers from Government and non-Government schools were held in the city of Bombay.

In the United Provinces a special committee was appointed by Government to examine the question of physical training in schools. The Committee submitted its report in March 1926 and it is under the consideration of Government. In Burma the Director of Physical Training has endeavoured to establish schools' athletic associations throughout the province and 5 such new associations were started during the year. In the Central Provinces there is no

Director of Physical Training and the Director of Public Instruction states that "some years ago the Department formulated a scheme for the organisation of physical training in secondary schools, and the pivot of the scheme was the appointment of a Director of Physical Education. The scheme was rejected on the score of expense. It is worth spending money on a scheme which will ensure a proper physical training for the pupils of secondary schools".

V. Primary Education (Boys).

The number of primary schools for boys in India increased from 150,957 to 157,350 and their strength from 6,457,591 to 6,884,786. The largest increases in enrolment occurred in Madras, the United Provinces and in Bihar and Orissa. In Madras the number of schools increased by 3,287 and their strength by 138,959. In the United Provinces the number of schools increased by 870 and their strength by 76,750 and in Bihar and Orissa the number of schools increased by 1,129 and their strength by 63,703.

Compulsory Education.—The following table shows the number of municipal and rural areas in each province in which compulsion has been introduced:—

	Municipalities.	Rural Areas.
Madras	20	2
Bombay	7	..
Bengal	..	..
United Provinces	23	..
Punjab	42	451
Burma	..	..
Bihar and Orissa	1	3
Central Provinces	3	21
Assam	..	..
Delhi	1	..
Total	97	477

There has been a satisfactory increase of 32 municipal areas and 175 rural areas in which compulsion has been newly introduced during the year 1925-26, but there has been no move forward in Bengal and Assam and no legislation to enforce compulsion has as yet been introduced in Burma.

The Punjab has made rapid progress in the introduction of compulsion, especially in rural areas. The Director of Public Instruction continues to rely on what he has termed "voluntary compulsion" and he has summarised his convictions in the last Punjab Educational report as follows:—"Though it may appear to be a paradox, compulsion in India can only succeed if it is voluntary. The initiative should come from within and should not be superimposed from above by some distant and uncongenial authority. In the Punjab, it is the villagers themselves who apply for compulsion, and not the local authority which enforces compulsion on an unwilling people".

In Madras, although only 5 more municipalities and 2 rural areas introduced compulsion during the year under review, sanction was accorded to the levy of an education cess in as many as 18 taluk board areas and 6 municipal areas and by the end of the year 25 municipalities and 95 taluq boards were levying the cess—a necessary, if not universally recognised, preliminary which affords the means of obtaining the funds required for the introduction of compulsion. *Festina lente* is a sound principle in compulsory education as in other activities of life.

Bengal, which has hitherto sanctioned no scheme of compulsion under the Bengal Primary Education Act of 1919, has a new Primary Education Bill under consideration. The draft Bill "takes as the obvious basic necessity the raising of additional revenue by local taxation".

In the United Provinces 5 new municipalities introduced compulsion during the year and, though the progress made has shown great variation as between board and board, it is reported that the progress made in the municipalities which had already introduced compulsion has generally been good.

The Director of Public Instruction in Burma does not appear to be hopeful about the introduction of compulsion in Burma and states that "It does not appear that in those provinces, where Acts are in force, elementary education prospered more than elsewhere and perhaps we are fortunate to have escaped an Act". The problem is complicated in Burma by the existence of some 17,000 private Monastic Schools which cannot be ignored in any scheme of compulsory education.

Primary School Buildings.—The reports from most provinces regarding the housing of primary schools are disappointing. The Director of Public Instruction in the United Provinces reports that large numbers of primary schools are without houses of any kind, 327 schools being held under trees in the Benares division alone. The majority of the schools, which have houses, are held in unsuitable rented buildings which are not even kept in a reasonable state of repair. In the Central Provinces also the majority of the school buildings are reported to be unsuitable and in bad repair. During the current year, however, the Government of the Central Provinces

have made a budget provision of Rs. 9 lakhs for building grants to local bodies.

In Bihar and Orissa, during the year under review, the Government offered grants to all District Boards for the erection of 10 new primary school buildings in each district Board area and the offer was accepted by all the Boards except one.

In the Punjab a considerable advance has been made and the Government allotted as much as Rs. 19 lakhs for the construction of vernacular school buildings, out of which 335 new primary school buildings were erected.

Adult Education.—It is difficult to give accurate details for the number and strength of schools for adults in the provinces since in many provinces no distinction is made in classification between schools which really provide for the education of illiterate adults and schools, especially night and part time schools, which are attended most largely by ordinary primary school children who are unable to attend day schools. In the following table the figures for Bombay, the Punjab, Burma and for the Central Provinces represent schools which educate adults only. The figures for the other provinces include schools which admit children as well as adults.

Province.	1926	
	Number of Institutions.	Number of Pupils.
Madras	5,287	136,626
Bombay	191	7,730
Bengal	1,445	27,773
Punjab	3,208	85,422
Burma	19	1,065
Bihar and Orissa	1,036	22,701
Central Provinces	41	1,067
TOTAL	11,227	282,384

As will be seen from the above figures the Punjab is leading the way in the provision of schools for illiterate adults. And the activities of the Rural Community Board and the District Community Councils in the matter of providing village libraries, lantern slides, lecture notes and pamphlets have greatly stimulated the movement for mass education. By the end of the year under review vernacular libraries, open to adults, had been started in 1,531 vernacular middle schools in the Punjab.

In the Central Provinces the majority of the schools are managed by the Depressed Class Mission Society and by the Young Men's Christian Association and in Bombay a number of schools are managed by the Central Co-operative Institute and by the Adult Educational Association.

There is one school for adult women in Rangoon and one for adult women in the Central Provinces.

VI. Female Education.

The number of recognised institutions for girls rose by 1,135 to 27,110 and their strength increased by 65,510 to 1,060,104.

These figures do not however represent the total number of girls under instruction. Of the total of 1,060,104 pupils in girls' schools 47,891 were boys, while 612,346 girls were reading in boys' schools. The total number of girls reading in recognised institution was, therefore, 1,624,559, representing an increase of 127,049 over the total for 1925. This increase was made up of 66,195 girls reading in schools for girls and 60,854 girls reading in schools for boys. The increase of 127,049 in the number of girls compares very unfavourably with the increase of 579,243 in the number of boys reading in recognised institutions, but it is satisfactory to note that the increase in the number of girl scholars between 1925 and 1926 was 54,286 higher than the corresponding increase between 1924 and 1925 and that, while between 1924 and 1925 the increase in the number of boys was six times the increase in the number of girls, the increase in the number of boys between 1925 and 1926 was only four times the increase in the number of girls.

The percentage of girls under instruction to the total female population is highest in Madras and Burma (2·3) and lowest in the United Provinces and the Central Provinces (0·5). Madras has the largest number of girls at school, nearly 490,000 and Bengal comes next with 100,000 less. Bombay is third on the list and Burma fourth. Co-education is general in Madras and Burma, 53·9 per cent. of the girls in Madras and 75·1 per cent. of the girls in Burma being in schools for boys. But in Bengal, which has the largest number of separate schools for girls, only 14·3 per cent. are in boys' schools and in the Punjab only 3·5 per cent.

Of the total increase of 127,049 girls in recognised institutions as many as 110,637 were reading in primary schools and of the total increase of 65,510 in the strength of girls' schools 54,230 were confined to the first two primary classes. The strength of the high department of girls' schools increased by only 375 and the strength of the University and Intermediate classes increased by only 38. The number of women reading in professional colleges has increased and in the year under review there were 182 women in medical colleges, 134 in Training Colleges for teachers and 8 in Law Colleges. The majority of the women reading in medical colleges were reading in Bombay, Madras and Delhi and the 8 women reading for Law were distributed between Madras, Bombay, the United Provinces and Burma.

Compulsory Education.—Of the seven Primary Education Acts in force in the provinces only three are applicable to girls, namely the Madras Act, the Bombay Act and the Central Provinces Act.

In Madras elementary education for girls has been made compulsory in four divisions of the city of Madras and in two other municipalities. In Bombay compulsion has been applied to girls in two wards of the Bombay Corporation and in two other municipalities. But in the Central Provinces compulsion has not yet been applied to girls in any area.

Expenditure.—The total expenditure on women's education increased by Rs. 6·82 lakhs to Rs. 284·15 lakhs. During the year under review the total direct expenditure was Rs. 203·38 lakhs of which Government funds met 45·0 per cent., Local Board funds 19·3 per cent., fees 12·9 per cent. and other sources 22·8 per cent. The largest increase in expenditure in the provinces occurred in Bombay, Madras and the United Provinces. Expenditure in Bombay increased by Rs. 2½ lakhs and in Madras and the United Provinces by Rs. 1½ lakhs.

VII. Professional and Technical Education.

(*a*) *The Training of Teachers.*

The total number of teachers employed in recognised secondary and primary schools in British India was 380,149 of whom 173,529 or 45·6 per cent. were trained, the corresponding figures for the previous year being 357,481, 162,147 and 45·3 respectively. It is satisfactory to note that though there has been a large increase in the total number of teachers the percentage of trained teachers has slightly improved. The following table shows the number of teachers, both men and women, under training during each of the last two years:—

	Men.		Women.		Total.	
	1925.	1926.	1925.	1926.	1925.	1926.
In training Colleges .	1,026	1,085	116	134	1,142	1,219
In Normal and Training Schools.	20,691	20,584	4,563	4,759	25,254	25,343
Total .	21,717	21,669	4,679	4,893	26,396	26,562

The above figures show that, while the number of men under training has slightly decreased, the number of women under training has appreciably increased.

The total number of Training Colleges has remained the same as in the previous year, 15 for men and 6 for women. In addition to the 21 Training Colleges there were Departments of Teaching, with Degree or Diploma Courses, at the Aligarh, Benares and Rangoon Universities.

The number of Normal and Training Schools has fallen from 752 to 696. The fall was almost entirely confined to Training Schools for men and occurred mainly in the United Provinces and in Bengal. In the United Provinces there was a large fall in the number of training classes conducted by Local Boards chiefly as the result of the retrenchment in expenditure by individual boards.

In Bengal the decrease was due to the abolition of a number of the old type of Guru Training Schools. In Madras the amalgamation of secondary training schools with higher elementary training schools resulted in a small reduction in the number of Government Training Schools for men.

The percentage of trained teachers to the total number of teachers in primary and secondary schools together was 45·6. The percentages for secondary and primary schools separately were:—Secondary 50·6 and Primary 44·2. But the individual provinces vary very largely in regard to the percentage of trained teachers to the total number of teachers. In secondary schools the percentage for Madras was as high as 76·7 and for Bombay as low as 17·3.

In primary schools the percentage was highest in the United Provinces (64·4) and lowest in Bengal (24·8).

The scheme of training in the Vernacular Training Schools in the Punjab has undergone considerable revision and the Director of Public Instruction reports that "the most potent and healthy innovation has been the revision of the scheme of training whereby the activities of the students are no longer limited to class room routine and to the prescribed examination syllabus. Systematic efforts are now made to give a wider and more suitable training than can be imparted by means of a mere scheme of studies. Students are trained in all those movements which should lead to the uplift of village life and conditions." The work of the Mission Training School at Moga, the School of Rural Economy at Gurgaon and of the Government Training School at Gakhar has done much to serve as an example to the rest of the province and to other provinces of what can be done to accommodate the life and work of training schools to rural conditions and requirements. The "Refresher Courses" for teachers, which are held annually in a number of vernacular training schools, are another outstanding feature of the work of the Training Schools in the Punjab.

In Bengal the rates of stipends for students under training in Vernacular Training Schools were raised from Rs. 6 per mensem to Rs. 10 and the 79 stipends which had been held in abeyance owing to retrenchment were restored.

In Madras steps were taken to extend the scope of the Vocational classes attached to training schools and during the year under report 59 new schemes were sanctioned, including classes in wood work, weaving, dyeing, engraving, book binding, market gardening, tailoring and horticulture. The vocational training section of the Government Teachers' College, Saidapet, continued to be popular and 17 students were under training as Art and Craft Instructors.

(*b*) *Other Professional and Technical Education.*

The majority of the professional institutions, other than training colleges and training schools, are not under the control of the provincial educational departments and in consequence the statistics and information furnished in this report are not complete or comprehensive.

The following table indicates the number of institutions and scholars during the past two years:—

Institution.	1925.		1926.	
	Institutions.	Scholars.	Institutions.	Scholars.
Law Colleges and Schools	15	8,140	14	8,355
Medical Colleges and Schools	37	9,169	40	9,116
Engineering Colleges and Schools	18	3,275	16	3,432
Agricultural Colleges and Schools	21	1,088	20	1,094
Commercial Colleges and Schools	151	8,590	153	8,257
Forest Colleges	2	134	2	119
Veterinary Colleges	3	288	3	272
Technical and Industrial Schools	346	20,045	396	20,848
Schools of Art	10	1,847	10	1,870
TOTAL	603	52,576	654	53,363

Law.—The number of students studying for law in Bengal continues to increase and in the year under review the number of students reading in the University Law College, Calcutta, and in the Law Departments of the Ripon College and the University of Dacca rose from 3,634 to 3,804.

In the United Provinces and in Bihar and Orissa there was also an increase in the number of students reading in Law Colleges, but in all other Provinces there was a fall in the number of Law students. The fact that in Madras the numbers fell by 30, in Bombay by 66, in the Punjab by 77, in Burma by 20 and in the Central Provinces by 21 would appear to indicate that the overcrowded state of the legal profession has at last begun to react on the strength of Law Colleges.

Medical.—A new Medical College was opened by the Bombay Municipality in June 1925 as the result of the gift of an endowment of Rs. 14·50 lakhs by the trustees of the estate of the late Seth Godhardas Sundar Das. The College, which has 46 students on its rolls, has been permanently affiliated to the Bombay University as a full grade Medical College teaching up to the M.B.B.S. Degree.

At Ludhiana, in the Punjab, extensive new buildings have been erected for the Women's Christian Medical College, including the

Sisters' house, the chemical pathological laboratory and a new block for the College laboratories.

In Bihar and Orissa higher medical education was provided for for the first time by the opening of the Prince of Wales Medical College at Patna in July 1925. The building of the College was made possible by a liberal donation of Rs. 5 lakhs from the Maharajadhiraja of Darbhanga and by other contributions amounting to Rs. 9 lakhs. The college teaches up to the final M.B.B.S. standard and is affiliated to the Patna University. The Rangoon University has adopted a scheme for the provision of medical courses leading to the M. B. B. S. Degree involving a capital cost of Rs. 17 lakhs on buildings and equipment and in this connection five additional professorships in Medicine, Surgery, Pathology, Gynaecology and Forensic Medicine were sanctioned during the year under review.

Engineering.—At the Government Engineering College, Poona, new buildings for the Physics and Electrical Engineering Departments have been erected and the construction of the workshop buildings has been commenced.

The Bihar College of Engineering presented its students for the University Examinations for the first time and secured very creditable results. The popularity of the College may be judged from the fact that in 1925 there were 167 applicants for 30 vacancies. A Professor of Civil Engineering has been added to the staff of the College.

Agriculture.—Of the two experimental agricultural middle schools managed by the Department of Agriculture in the Madras Presidency, the school at Taliparamba continued to show very satisfactory results, but the school at Anakapalle has not pregressed and its strength is disappointingly low. A third school, of the same type, to be opened at Kalahasti was sanctioned during the year.

In Bengal a special committee, representing both educational and agricultural interests, was appointed by Government and sent to the Punjab to study the working of the agricultural middle schools in that province. The Committee has submitted a report to Government and its proposals are under consideration. The Agricultural College at Lyallpur in the Punjab continues to increase in popularity and during the year under review as many as 375 candidates applied for 74 vacancies. A special and interesting feature of the college is the Rural Economy Class which was attended by 14 officers from the Revenue, Co-operative and Irrigation Departments.

Commerce.—A new Government School of Commerce was opened in July 1925 at Vizagapatam in the Madras Presidency. The school is intended to serve the needs of the northern districts and was started as the result of the orders passed by Government on the report of the Committee on Technical and Industrial Education.

The only important feature of the year at the Sydenham College of Commerce, Bombay, was the introduction of the teaching of

Actuarial Science. A part-time professor, who has been especially trained in England, has been appointed to teach the subject.

In connection with the improvement of secondary commercial education, the Government of Bombay have appointed the Principal of the Sydenham College as Inspector of Commercial Schools and have instituted a special clerical and commercial examination. The optional subjects for this examination include shorthand, typewriting, office management, accountancy, administration of Government with local bodies and Indian banking. During the year the Government of the Punjab appointed a committee to investigate the problem of clerical and commercial education. The more important recommendations of the committee included proposals for closing the pre-matriculation classes in clerical subjects, the opening of post-matriculation classes and the institution of a College of Commerce.

VIII. Education of special classes and communities.

(i) *European Education.*

The total number of institutions for Europeans increased by 19; the total number of scholars reading in them by 2,660 and the total expenditure on European schools by Rs. 4·53 lakhs. The figures given in table VII for the number of scholars in European schools include Indians reading in European schools. In the year under review the actual number of European scholars in European schools was 42,773 and the number of Indians reading in European schools was 8,800. The total number of Europeans reading in all classes of institutions was 46,962, of whom 4,189 were reading in Indian schools.

The number of Indians reading in European schools has increased every year during the past few years and in Burma 36 per cent. of the total enrolment of European schools, in 1925-26, consisted of non-Europeans.

The total number of teachers in European schools increased from 3,293 to 3,387 and the percentage of trained teachers to the total number of teachers increased from 59 per cent. to 61 per cent. Though the number of trained teachers in European schools is fairly high, the number of trained graduates is very small. In Madras, which has the largest number of European schools, out of a total of 685 teachers only 26 were trained graduates. In April 1925 grant-in-aid for medical inspection was reintroduced in Madras and in the same month the Government Provident Fund scheme was extended to teachers in European schools. The Government of Madras also approved of the introduction of European school-leaving certificates as from the 1st of January 1926. In Bengal a special conference of the authorities of European Secondary Schools was held in February 1926. The recommendations made by the Conference included suggestions for the division of schools into those which prepared exclusively for the Cambridge Examinations and

those which prepared for the Matriculation and Intermediate examinations of the University and proposals for a more extensive scholarship system in order to attract more Europeans and Anglo-Indians to the higher courses of the University. An important step forward was taken in the Punjab by the opening of Intermediate classes at the Lawrence School, Ghoragali. The Director is very optimistic in regard to the future value of the new Intermediate College, which has been affiliated to the Punjab University, and writes that "with the passing of the Intermediate examination, these boys and girls will have been brought to the very doors of the Professional and Arts Colleges, and therefore the number of graduates should be much greater in the future than it has been in the past. The main problem of European education in India is to equip members of the community for professional work and it may well be that this problem will have been solved by the institution of the Lawrence College at Ghoragali." The Director can here be referring to only those members of the Community who are, by ability and character, able to take up this class of work. In the Central Provinces a revised system of grant-in-aid for European schools was introduced. The effect of the revision has been to place European schools on the same basis as Indian schools. Grants for European schools were formerly assessed at one-half of the approved expenditure but they are now assessed at one-third of the approved expenditure. As a result of the revision the amount of maintenance grants decreased from Rs. 1·00 lakhs to Rs. 0·73 lakhs.

(ii) Muhammadan Education.

There has been a rapid expansion of Muhammadan Education in recent years and the following table shows the progress that has been made between the years 1924-25 and 1925-26:—

Type of Institution.	Number of Muhammadan scholars.	
	1925.	1926.
Arts Colleges	7,369	8,399
Professional Colleges	2,081	2,251
Secondary and primary schools	2,097,829	2,263,948
Special schools	108,461	122,043
Unrecognised institutions	203,801	220,947
TOTAL	2,419,541	2,617,588
Percentage to population	4·1	4·4

With the exception of the provinces of Bombay, Bengal and Assam it is only in the sphere of higher education that the Muhammadan community is backward. In Madras, the United Provinces, Burma, Bihar and Orissa and in the Central Provinces the percentage of Muhammadan pupils under instruction, both for boys and for girls, is higher than the percentage for all communities taken

together and in the Punjab Mohammedan boys are on a level with the male scholars of all communities. In Bombay, Bengal and Assam the percentage of Mohammedan pupils under instruction is lower than the percentage for all communities together. The increase recorded in the number of Mohammedans reading in Arts and Professional Colleges is particularly satisfactory and in view of similar increases in previous year there is reason to believe that the old prejudice against higher and secular education is rapidly dying out. It may be noted in this connection that while the percentages of increase of all classes of scholars in Arts and Professional Colleges during 1925-26 were 8 per cent. and 3 per cent. respectively, the corresponding percentages of increase for Mohammedan scholars were 14 per cent. and 8 per cent.

In Madras the Government has paid special attention to the improvement of Mappilla education and in March 1926 a special Assistant to the District Educational Officer, Malabar, was appointed to deal especially with problems connected with the education of Mappillas. The Officer appointed to the new post was himself a Mappilla, trained in England. The buildings of the Islamia College, Calcutta, were completed during the year and the College now has accommodation for 400 students. In Bombay the Government have endeavoured to encourage the higher education of Muhammadans by the provision of large numbers of special scholarships in secondary schools and during the year under report the operation of the scheme of special scholarships was accelerated so as to provide, within the next four years, a total of 1,337 scholarships for Muhammadans in secondary schools. In addition to these scholarships as many as 138 scholarships are reserved for Muhammadans reading in Arts Colleges. In the Punjab the Muhammadan community has made rapid progress in education in recent years and of the total increase in the number of pupils under instruction in the Punjab during 1925-26 60,000 or 46·9 per cent. were claimed by Muhammadans.

(*iii*) *Depressed Classes.*

Owing to differences in the manner of classification in the provinces it is difficult to give accurate figures for the total number of depressed classes under instruction. The majority of the provincial reports, however, now classify "untouchables" or outcast Hindus separately from Aborigines, Hill tribes and other backward classes. Leaving aside Burma, where there are no untouchables, and Assam in which province it is impossible to distinguish between the large numbers of Aborigines and Hill Tribes and the actual untouchables, the total number of depressed class pupils reading in all classes of institutions in the remaining seven provinces was approximately 667,000. The percentage of depressed class pupils under instruction to the total depressed class population of these provinces was 2·3 as against the all-India figure for all communities of 4·0. The number of depressed class pupils has shown a satisfactory increase, but much leeway has still to be made up and in all provinces,

except Bengal, the number of scholars reading at the secondary and University stages is depressingly small. In Madras there were 23 scholars reading in Arts and Professional Colleges; in Bombay 14: in the United Provinces 11; in the Central Provinces 8; in Bihar and Orissa one, and in the Punjab *nil*. One satisfactory feature of the reports from the provinces is the increase in the number of depressed class pupils reading in ordinary schools and in the number of caste pupils reading in the special schools mainly intended for the depressed classes. In the Punjab as many as 15,899 pupils, out of a total of 19,049, were reading in ordinary schools and in Madras out of a total of 262,716 pupils reading in schools especially intended for the depressed classes nearly 70,000 were caste pupils.

The Government of Madras has continued to insist on all publicly managed schools being located in quarters accessible to the depressed classes and during the year 210 schools situated in inaccessible quarters were removed to accessible centres. In consequence of the policy adopted 83 per cent. of the schools under the management of Municipalities and Taluk boards are now held in quarters accessible to the depressed classes.

In Bombay there was an increase of nearly 6,000 depressed class pupils under instruction and the Director of Public Instruction, Bombay, reports that "the prejudice against the depressed class children is lessening. In the Deccan there is little doubt that these communities are sharing in the general awakening of the backward classes. There are fewer signs of any such awakening in Gujerat." The Director of Public Instruction in the United Provinces also reports that caste prejudice is breaking down and states that "there is now no strong opposition to these boys reading in the ordinary board schools and the number of such boys is increasing. Still stronger evidence of the breaking down of caste prejudice is to be found in one Inspector's report that high caste boys were found to be reading in a number of schools for the depressed classes."

(*iv*) *Education of Defectives.*

The following table shows the number of schools for defective children and the number of scholars reading in them:—

Province.	For the Blind.		For the Deaf.	
	Institutions.	Scholars.	Institutions.	Scholars.
Madras	2	82	3	135
Bombay	3	115	4	123
Bengal	1	45	6	172
Punjab	1	24	..	..
Bihar and Orissa	2	69	..	..
Central Provinces	..	..	1	15
Burma	3	44	1	29
Total	12	379	15	474

IX. Miscellaneous.

Hostels.—There has been a satisfactory increase in the number of scholars resident in approved hostels. The following tables show the number of scholars residing in hostels during the years 1924-25 and 1925-26:—

Province.	No. of scholars in recognised institutions residing in approved hostels.	
	1925.	1926.
Madras	34,588	34,843
Bombay	12,337	12,343
Bengal	31,165	30,208
United Provinces	40,085	40,898
Punjab	37,316	38,458
Burma	15,906	23,512
Bihar and Orissa	19,434	22,771
Central Provinces	7,176	7,710
Assam	4,163	4,165
North-West Frontier Province	2,056	2,006
Coorg	278	295
Delhi	1,269	1,574
Ajmer-Merwara	870	901
Baluchistan	181	224
Bangalore	1,150	1,066
Total	207,974	220,974*

* Excluding 2,003 scholars in Minor Administered Areas.

University Training Corps.—The following table shows the number and sanctioned strength of the various units of the University Training Corps:—

University.	Unit.	Establishment (all ranks).
Bombay	1st Bombay Battalion	664
Calcutta	2nd Calcutta Battalion	664
Allahabad	3rd United Provinces Battalion	664
Lahore	4th Lahore Battalion	664
Madras	5th Madras Battalion	664
Rangoon	6th Burma Battalion	664
Patna	7th Patna Coy.	165
Delhi	9th Delhi Coy.	165

The 3rd United Provinces Battalion includes units from the Universities of Allahabad, Lucknow, Aligarh and Benares.

Boy Scouts.—Accurate details are not available to show the exact number of Boy Scouts in British India, but the following table shows the approximate number of Boys Scouts (including officers, rovers and cubs) in the provinces:—

Province.	Boy Scouts.
Madras	8,000
Bombay	11,000
Bengal	3,000
United Provinces	21,700
Punjab	12,000
Burma	5,000
Bihar and Orissa	9,000
Central Provinces	5,100
Assam	500
North-West Frontier Province	750
Baluchistan	300
TOTAL	76,350

The Boy Scouts Associations in all the provinces, except Assam, are in receipt of grant-in-aid from Government funds.

During the year under review the Madras Boys Scouts Association developed a new line of activity by starting two Sea Scout troops, one in Madras and one at Calicut.

In Bombay as many as 3,666 additional Scouts were enrolled during the year and the Director of Public Instruction reports that "the movement is steadily spreading and becoming more and more popular". In Bengal 7 new local associations were started and 26 new Scout Troops were formed. In the United Provinces two organisations—the Boys Scouts Association and the Seva Samiti Association continued their separate existence and the Director of Public Instruction reports that "communalism seems to be spreading to the movement; of the two organisations the Seva Samiti Boy Scouts may be regarded as predominantly Hindu, while Muhammadan and Christian Scouts prefer to join the Baden-Powell organisation. It is a great pity that the two bodies cannot see their way to unite to form one strong provincial association".

In the North-West Frontier Province three district associations came into full working order and the Director of Public Instruction referring to the work of the Scouts associations says that "this is one of the brightest spots of the educational record".

Girl Guides.—In Madras there were 137 Guide companies and flocks. In the United Provinces there were 60 companies and flocks and in Bihar and Orissa 10 companies with 600 guides. In Burma the number of girl guides increased to 1,069 and in the Central Provinces there were nearly 900 guides. In Madras, Burma and in the Central Provinces the Girl Guides Associations are in receipt of annual grants from Government funds.

APPENDIX.

General Educational Tables, 1925-26.

INDEX.

	PAGE.
General Summary of Educational Institutions and Scholars	36
General Summary of Expenditure on Education	37
Explanations	38
I. Classification of Educational Institutions	39
II-A. Distribution of Scholars attending Educational Institutions for Males	40
II-B. Distribution of Scholars attending Educational Institutions for Females	42
III-A. Expenditure on Education for Males	44
III-B. Expenditure on Education for Females	47
IV-A. Race or Creed of Scholars in Institutions for the General Education of Males	50
IV-B. Race or Creed of Scholars in Institutions for the General Education of Females	51
V-A. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males	52
V-B. Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females	53
VI. Teachers (Men and Women)	54
VII. European Education	
VIII. Examination Results	

General Summary of Educational Institutions and Scholars.

		Percentage of scholars to total population.			
		Recognised Institutions.		All Institutions.	
		1926	1925	1926	1925
Area in square miles	1,091,454				
Population—					
Males	127,044,953				
Females	120,288,470				
Total	247,333,423				
Males		6·51	6·05	6·93	6·47
Females		1·35	1·24	1·42	1·31
Total		4·00	3·72	4·25	3·97

	Institutions.			Scholars.			Percentage of scholars in each class of institution.
	1926	1925*	Increase or decrease.	1926	1925	Increase or decrease.	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS.							
For Males.							
Universities	13	13	..	6,623	6,799	—176	0·06
Arts Colleges	196	193	+3	62,357	57,636	+4,721	0·71
Professional Colleges	68	65	+3	17,197	16,709	+488	0·19
High Schools	2,356	2,282	+114	714,655	671,543	+43,112	8·09
Middle Schools	7,471	6,832	+639	868,437	752,202	+116,235	9·83
Primary Schools	157,850	150,057	+6,393	6,884,786	6,457,591	+427,195	77·95
Special Schools	8,506	7,431	+1,075	278,544	244,662	+33,882	3·15
Totals	176,000	167,773	+8,227	8,832,599	8,207,142	+625,457	100
For Females.							
Arts Colleges	19	18	+1	1,231	1,214	+17	0·12
Professional Colleges	7	7	...	181	173	+8	0·02
High Schools	238	236	+2	46,082	44,051	+2,931	4·43
Middle Schools	732	703	+29	86,073	79,805	+6,268	8·12
Primary Schools	25,814	24,706	+1,108	914,290	858,020	+56,270	86·24
Special Schools	800	805	—5	11,347	11,331	+16	1·07
Totals	27,110	25,975	+1,135	1,060,104	994,594	+65,510	100
UNRECOGNISED INSTITUTIONS.							
For Males	32,030	32,051	—21	564,479	557,022	+7,457	..
For Females	2,696	2,579	+117	57,139	55,514	+1,625	..
Totals	34,726	34,630	+96	621,618	612,536	+9,082	..
GRAND TOTALS	227,836	228,378	+9,458	10,514,321	9,814,272	+700,049	..

* Excludes figures of the Administered area of "Mount Abu."

General Summary of Expenditure on Education.

	Total Expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1926	1925†	Increase or decrease.	Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other Sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection.	95,60,136	94,70,688	+95,448	97·2	2·8	..	..	..	..	..	..	..
Universities . .	95,40,609	84,14,951	+11,25,658	48·8	..	41·3	9·9	..	..	..	..	..
Miscellaneous*. .	4,70,61,738	3,96,42,970	+74,18,768	41·5	15·7	13·9	28·9	..	..	..	..	..
Totals . .	6,61,68,483	5,75,28,609	+86,39,874	50·6	11·6	15·9	21·9	..	..	..	..	..
Institutions for Males.												
Arts Colleges . .	1,14,57,107	1,06,90,556	+7,66,551	41·1	0·5	44·0	14·4	78 9 0	1 0 0	83 15 5	27 7 8	191 0 1
Professional Colleges.	67,69,338	62,27,877	+5,41,461	74·0	1·4	19·8	4·8	285 9 0	5 3 6	76 7 7	18 11 3	385 15 4
High Schools . .	3,76,97,189	3,49,10,185	+27,87,004	31·9	2·7	50·2	15·2	16 1 5	1 5 8	25 5 4	7 10 7	50 7 0
Middle Schools. .	1,70,88,496	1,58,05,840	+12,82,656	36·4	22·2	27·6	13·8	7 2 8	4 5 9	5 7 1	2 11 4	19 10 10
Primary Schools .	5,43,21,644	5,10,52,016	+32,69,628	52·7	28·6	9·2	9·5	4 2 6	2 4 0	0 11 8	0 12 1	7 14 3
Special Schools .	1,39,52,087	1,28,51,335	+11,00,752	68·0	4·4	8·6	19·0	24 1 0	2 3 5	4 4 9	9 8 3	50 1 5
Totals . .	14,12,85,861	13,15,37,809	+97,48,052	46·9	14·9	25·6	12·6	7 8 0	2 6 1	4 1 6	2 0 4	15 15 11
Institutions for Females												
Arts Colleges . .	5,30,069	4,75,438	+54,631	54·3	1·0	13·7	31·0	277 8 1	4 12 10	69 14 3	158 5 8	510 8 10
Professional Colleges.	2,24,994	2,88,413	—63,419	89·4	..	2·3	8·3	1,111 5 8	..	28 7 0	103 4 4	1,243 1 0
High Schools . .	51,85,387	51,80,908	+4,479	43·3	1·3	31·9	23·5	46 14 0	1 7 1	34 8 10	25 6 6	108 4 5
Middle Schools. .	31,39,500	30,20,702	+1,18,798	38·3	11·8	16·2	33·7	13 15 9	4 4 11	5 14 5	12 4 6	36 7 7
Primary Schools .	92,36,654	87,01,831	+5,34,823	41·9	37·3	3·6	17·2	4 3 9	3 12 4	0 5 9	1 11 10	10 1 8
Special Schools .	20,21,584	19,68,512	+53,072	65·5	1·8	4·3	28·4	116 10 1	3 4 1	7 10 2	50 10 3	178 2 7
Totals . .	2,03,38,188	1,96,35,804	+7,02,384	45·0	19·3	12·9	22·8	8 10 1	3 11 3	2 7 10	4 5 10	19 3 0
GRAND TOTALS	22,77,02,532	20,87,02,222	+1,90,00,310	47·8	14·3	21·6	16·3	10 5 8	3 1 8	4 11 0	3 8 4	21 16 8

N.B.—For explanation of certain terms used in the tables please see overleaf.
* Includes expenditure on buildings.
† Excludes figures of the Administered Areas of "Hyderabad and Mount Abu."

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the general summary and General Tables II-A and B, IV-A and B, V-A and B and VIII.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1.	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	13	..	13	..	..	..	..	..	..
Colleges :—												
Arts and Science*	29	1	..	73	17	120	3	..	..	7	1	11
Law	4	..	..	3	5	12	..	..	..	..	..	..
Medicine	7	..	1	1	..	9	..	..	..	1	..	1
Education	14	..	..	1	..	15	2	..	..	3	1	6
Engineering	6	..	..	1	..	6	..	..	..	..	..	..
Agriculture	6	..	..	..	..	6	..	..	..	..	..	..
Commerce	1	..	..	12	1	14	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	3	..	..	..	..	3	..	..	..	..	..	..
Intermediate and 2nd Grade Colleges.	20	..	1	43	12	76	2	..	..	6	..	8
Totals	92	1	2	147	35	277	7	..	..	17	2	26
High Schools	298	113	86	1,320	570	2,396	30	2	2	198	6	238
Middle { English	101	228	137	1,970	634	3,070	21	..	9	235	10	275
Schools { Vernacular	54	2,955	76	1,292	24	4,401	77	17	63	295	5	457
Primary Schools	2,016	50,262	3,831	88,356	12,855	157,350	343	4,197	1,368	16,580	3,326	25,814
Totals	2,499	53,558	4,130	92,947	14,083	167,217	471	4,216	1,442	17,308	3,347	26,784
Special Schools :—												
Art	6	..	..	3	1	10	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	19	..	..	2	5	26	2	..	..	2	..	4
Normal and Training.	346	80	18	90	4	538	51	3	5	96	3	158
Engineering	8	..	..	..	1	9	..	..	..	..	..	..
Technical and Industrial.	94	24	7	169	25	319	1	..	..	70	6	77
Commercial	7	.	..	28	98	133	..	..	..	6	..	6
Agricultural	10	..	1	2	..	13	..	..	..	1	..	1
Reformatory	7	..	..	2	..	9	..	..	..	..	..	..
Schools for Defectives.	1	..	..	22	..	23	..	..	..	4	..	4
Schools for Adults	18	2,591	121	1,531	610	4,871	..	1	..	13	1	15
Other Schools	57	34	64	1,907	491	2,553	2	1	..	30	2	35
Totals	575	2,720	211	3,756	1,235	8,506	56	5	5	222	12	300
Totals for Recognised Institutions.	3,166	56,288	4,343	96,850	15,353	176,000	534	4,221	1,447	17,547	3,361	27,110
UNRECOGNISED INSTITUTIONS.	..	21	17	89	31,903	32,030	..	2	..	25	2,069	2,096
GRAND TOTALS, ALL INSTITUTION	3,166	56,309	4,360	96,939	47,256	208,030	534	4,223	1,447	17,572	5,430	29,206

* Includes 3 *Oriental Colleges.*

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (*a*).									
Arts and Science (*b*) & (*c*)	15,091	12,914	4,904	73	70	69	87	84	10
Law (*d*)	1,975	1,614	73	..	..	..	..	..	..
Medicine	2,729	2,375	672	..	..	..	46	40	..
Education	951	903	786	..	..	..	..	..	..
Engineering	1,326	1,162	962	..	..	..	..	..	..
Agriculture	641	577	572	..	..	..	..	..	..
Commerce	253	208	60	..	..	..	..	..	..
Forestry	108	106	53	..	..	..	..	..	..
Veterinary Science	272	251	246	..	..	..	..	..	..
TOTALS	23,346	20,110	8,328	73	70	69	133	124	10
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	101,420	90,477	13,771	33,169	29,848	1,645	28,817	25,534	990
„ Middle Schools (English	15,656	14,311	1,157	32,639	27,356	1,674	21,653	18,485	998
„ Middle Schools (Vernacular	6,287	5,099	943	410,305	311,067	24,628	12,390	10,289	465
„ Primary Schools	85,541	66,524	175	2,849,446	2,073,707	1,808	439,683	329,225	2
TOTALS	208,904	176,411	15,976	3,325,559	2,441,978	29,755	502,543	383,531	2,365
In Art Schools	1,687	1,496	140	..	..	..	..	..	..
„ Law „	164	133	..	..	..	..	..	..	..
„ Medical Schools	4,320	4,076	1,211	..	..	..	..	..	..
„ Normal and Training Schools.	16,334	14,710	10,346	837	708	603	200	109	147
„ Engineering Schools	1,200	1,139	815	..	..	..	..	..	..
„ Technical and Industrial Schools.	6,307	4,992	845	907	707	87	742	603	..
„ Commercial Schools	590	550	..	..	..	..	..	..	..
„ Agricultural „	307	260	159	..	..	..	35	33	..
„ Reformatory „	1,174	1,095	1,174	..	..	..	..	..	..
„ Schools for Defectives	24	21	13	..	..	..	..	..	..
„ Schools for Adults	3,547	1,780	..	62,408	47,613	..	3,599	2,397	..
„ Other Schools	4,645	3,820	757	1,039	839	124	2,123	1,596	22
TOTALS	40,305	34,072	15,469	65,191	49,957	814	6,699	4,828	169
TOTALS FOR RECOGNISED INSTITUTIONS.	272,555	230,593	39,764	3,390,823	2,492,005	30,638	509,375	388,483	2,544
IN UNRECOGNISED INSTITUTIONS.	..	..	..	1,193	389	..	952	676	..
GRAND TOTALS. ALL INSTITUTIONS.	272,555	230,593	39,764	3,392,016	2,492,394	30,638	510,327	389,159	2,544

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.
(*b*) Includes 719 scholars also reading *Law*.
(*c*) Includes 707 scholars in *Oriental Colleges*, and 297 scholars of Oriental Departments in Lucknow and Benares Universities.
(*d*) Includes 111 scholars reading M. A. or M. Sc. in Bihar and Orissa.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
39,294	34,159	14,099	14,093	4,320	3,201	68,638	51,547	22,283	650
4,418	4,247	1,039	1,803	1,492	494	8.191	7,353	1,606	8
907	883	446	..	..	..	3,682	3,298	1,118	121
148	130	31	..	..	..	1,099	1.033	817	14
702	654	590	..	..	..	2,028	1,816	1,552	..
..	..	..	..	..	..	641	577	572	..
1,117	950	396	137	131	..	1,507	1,289	456	..
11	11	5	..	..	..	119	1.7	58	..
..	..	..	..	..	..	272	251	246	..
46,592	41,034	16,606	16,033	5,943	3,695	86,177	67,281	28,708	793
415,577	355,720	39,144	135,672	104,357	6,672	714,655	605,943	62,012	9,151
202,332	163,449	11,580	53,237	40,705	1,116	325,517	264,306	16,525	5,7[illegible]
112,452	110,357	9,298	1,486	1,174	80	542,920	437,986	35,414	40,19[illegible]
3,157,184	2,538,420	10,868	352,962	275,684	78	6,884,786	5,283,560	12,981	553,5[illegible]7
3,887,495	3,167,955	70,890	543,377	421,920	7,946	8,407,878	6,591,795	126,932	608,707
151	104	..	32	19	..	1,370	1,619	1[illegible]	29
..	..	..	..	..	..	164	133	..	..
115	97	..	662	503	242	5.103	4,676	1,453	119
3,407	3,207	2,149	75	73	73	20,953	18,987	13,318	269
..	..	..	204	100	..	1,404	1,329	815	..
8,993	7,285	2,494	656	551	20	17,6[illegible]5	14,138	3,446	16
2,188	1,701	38	3,711	2,524	8	6,484	4,775	46	313
71	60	22	..	..	..	413	353	1[illegible]1	..
410	384	410	..	..	..	1,584	1,470	1,584	..
6·3	534	3[illegible]9	..	..	..	707	555	[illegible]12	171
38,999	30,012	29	13,159	10,573	..	121,712	92,975	29	374
72,071	58,567	1,488	20,767	15,556	843	100,645	80.[illegible]78	3.234	1,411
127,083	102,551	7,029	39,266	29,0[illegible]9	1,186	278,544	221,397	2[illegible],658	2,846
4,061,170	3,311,540	94,525	598,676	457,[illegible]52	12,827	8,832,590	6,8[illegible]0,473	180,208	612,340
5,025	4,064	..	557,309	352,[illegible]00	959	564,479	357,109	959	31, 42
4,066,195	3,315,604	94,525	1,155,985	809,852	13,786	9,397,069	7,237,[illegible]82	181,2[illegible]7	644,28[illegible]

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (*a*).									
Arts and Science (*b*)	418	358	203	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	40	45	45	..	..	..	..	..	..
TOTALS	462	403	248	..	..	..	..	..	..
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	6,928	5,460	917	214	275	..	354	325	..
„ Middle Schools. English	2,604	1,930	101	..	..	..	878	679	..
„ Middle Schools. Vernacular	9,384	6,541	101	1,203	863	55	7,705	6,039	31
„ Primary Schools	21,338	14,590	6	191,885	137,410	786	124,540	86,033	..
TOTALS	40,154	28,530	1,125	195,312	138,557	841	133,567	93,136	31
In Medical Schools	124	116	102	..	..	..	..	..	..
„ Normal and Training Schools.	1,872	1,711	1,004	66	50	62	36	35	25
„ Technical and Industrial Schools.	12	10	11	..	..	..	..	..	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults	..	..	..	20	17	..	..	..	..
„ Other Schools	60	53	..	41	25	..	..	..	..
TOTAL	2,068	1,890	1,117	127	101	62	36	35	25
TOTALS FOR RECOGNISED INSTITUTIONS.	42,684	30,923	2,490	195,439	138,658	903	133,603	93,171	56
IN UNRECOGNISED INSTITUTIONS.	..	..	..	74	65	..	..	..	..
GRAND TOTALS, ALL INSTITUTIONS.	42,684	30,823	2,490	195,513	138,723	903	133,603	93,171	56

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.
(*b*) Includes *nil* scholars in *Oriental Colleges*.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
783	716	429	35	30	15	1,231	1,104	647	..
61	61	61	..	..	..	61	61	61	..
65	63	60	6	6	..	120	114	105	..
909	840	550	41	36	15	1,412	1,279	813	..
38,759	34,024	12,310	797	686	261	46,982	40,770	13,488	4,576
28,637	24,726	7,995	774	652	227	32,893	27,996	8,323	3,806
34,280	29,226	4,333	518	396	103	53,180	43,125	4,623	5,949
503,084	398,515	9,737	71,443	55,122	112	914,290	691,679	10,641	33,238
604,760	486,491	34,375	73,532	56,856	703	1,047,345	803,570	37,075	47,569
146	152	142	..	..	..	270	268	244	..
2,485	2,349	1,798	31	27	5	4,490	4,181	2,894	..
3,139	2,555	1,210	92	74	26	3,248	2,639	1,247	45
266	211	6	..	..	..	266	211	6	..
40	39	40	..	..	..	40	39	40	..
917	688	..	..	..	..	937	705	..	..
1,888	1,579	360	112	87	..	2,101	1,744	360	277
8,881	7,573	3,556	235	188	31	11,347	9,787	4,701	322
614,550	494,004	38,481	73,808	57,080	749	1,060,104	814,636	42,679	47,891
1,848	1,349	..	55,217	18,503	44	57,139	19,917	44	3,696
616,398	496,253	38,481	129,025	75,588	793	1,117,243	834,553	42,723	51,587

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes, Rs. 57,04,301 spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Arts Colleges	28,95,887	..	2,580	11,66,561	1,11,545	41,76,573	..	..	..	..	12,250	12,250
Professional Colleges :—												
Law	7,449	..	..	1,62,814	69	1,70,332	..	..	..	..	..	..
Medicine	16,69,702	..	..	4,33,824	5,013	21,08,599	..	..	81,505	10,446	23,670	1,15,621
Education	8,22,123	917	91	800	10,758	8,34,689	..	..	..	..	..	..
Engineering	10,85,084	..	..	1,81,531	2,31,241	14,97,856	..	..	..	..	..	..
Agriculture	5,87,800	..	..	13,293	..	6,01,093	..	..	..	..	..	..
Commerce	28,035	..	..	30,631	20,004	84,670	..	..	..	..	..	..
Forestry	2,13,845	..	..	..	..	2,13,845	..	..	..	..	..	..
Veterinary Science	4,58,338	..	..	23,795	..	4,82,133	..	..	..	..	..	..
Intermediate Colleges	8,07,300	..	..	3,03,824	8,129	11,19,253	4,000	..	1,608	6,124	251	11,983
TOTALS	85,75,623	917	2,671	23,23,073	3,86,759	1,12,89,043	4,000	..	83,113	16,570	36,171	1,39,854
SCHOOL EDUCATION.												
General.												
High Schools	51,47,758	14,913	25,421	27,88,055	30,635	80,06,782	6,89,489	3,48,642	2,79,016	14,76,079	57,846	28,52,072
Middle Schools—												
English	6,23,172	3,798	..	2,73,326	1,774	9,02,070	5,94,637	2,96,581	2,79,605	6,03,379	31,412	18,05,614
Vernacular	1,62,580	..	..	4,636	4	1,67,220	32,21,944	17,06,230	1,85,715	6,62,893	54,017	58,31,408
Primary Schools	8,43,252	14,527	5,000	14,818	30,827	9,08,424	2,26,20,026	62,35,763	47,09,119	10,97,246	2,49,308	3,49,20,462
TOTALS	67,76,762	33,238	30,421	30,80,835	63,240	99,84,496	2,71,35,096	85,87,225	51,54,355	38,39,597	3,93,283	4,54,09,556
Special.												
Art Schools	4,04,321	..	..	26,060	16,128	4,46,509	..	..	..	..	..	..
Law Schools	..	..	..	10,314	30	10,344	..	..	..	..	..	..
Medical Schools	12,16,545	6,164	435	1,80,390	70,902	14,74,436	..	..	..	..	..	..
Normal and Training Schools	31,23,466	27,222	6,445	11,794	16,055	31,84,982	1,25,480	70,021	13,596	53	60	2,09,210
Engineering Schools	5,79,077	..	..	54,490	10,302	6,43,869	..	..	..	..	..	..
Technical and Industrial Schools	11,80,557	26,077	20,414	23,014	71,285	13,21,347	38,723	81,552	45,670	11,307	39,394	2,16,646
Commercial Schools	79,938	..	..	89,817	1,645	1,21,400	..	..	..	..	..	..
Agricultural Schools	92,911	..	..	2,053	3,640	98,604	3,147	..	..	..	..	3,147
Reformatory Schools	3,19,414	..	..	..	11,179	3,30,593	..	..	..	..	..	..
Schools for Defectives	6,209	..	..	..	28	6,237	..	..	..	..	..	..
Schools for Adults	760	..	..	..	..	760	61,007	24,007	20,672	140	832	1,07,518
Other Schools	4,73,488	1,078	2,860	26,359	8,695	5,13,380	47,252	14,153	11,924	76,237	43,835	1,93,441
TOTALS	74,76,746	61,441	30,154	3,74,291	2,09,889	81,52,521	2,75,649	1,90,693	91,792	87,737	84,121	7,29,992
GRAND TOTALS	2,28,29,131	95,596	63,246	57,78,199	6,59,888	2,94,26,060	2,74,14,745	87,77,918	56,29,260	39,43,904	5,13,575	4,62,79,402

III-A.—Expenditure on Education for Males—*contd.*

	Aided Institutions.						Recognised unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	46,58,453	..	240	32,42,508	9,79,448	95,40,609	..	..	..
Arts Colleges	12,12,912	15,200	33,771	26,86,918	10,50,552	49,99,353	9,37,980	1,36,701	10,74,681
Professional Colleges—									
Law	80,000	..	..	2,26,657	..	2,56,657	1,14,189	..	1,14,189
Medicine	21,500	..	..	88,643	..	1,13,143	..	..	..
Education	17,600	..	..	..	..	17,600	..	..	..
Engineering	32,000	..	9,000	19,500	26,286	86,786	..	..	..
Agriculture	..	..	..	..	..	..	..	..	..
Commerce	31,963	..	..	23,144	10,995	66,107	6,018	..	6,018
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	4,51,324	..	7,500	5,41,470	3,89,571	13,89,865	1,20,383	2,05,889	3,26,272
Totals	64,58,757	15,200	50,471	75,28,849	24,16,852	1,64,70,120	11,78,570	3,42,590	15,21,160
School Education.									
General.									
High Schools	56,60,251	87,485	2,12,215	1,06,22,617	42,32,358	2,08,14,926	32,16,324	11,53,962	43,70,286
Middle Schools—									
English	15,72,513	3,54,917	68,782	26,04,797	17,06,162	63,07,171	4,08,113	4,25,114	9,23,227
Vernacular	47,547	6,49,136	2,41,701	75,145	1,14,363	11,27,892	3,605	20,289	23,894
Primary Schools	51,49,972	38,46,599	6,96,990	34,79,800	41,11,567	1,75,84,928	4,17,503	4,90,417	9,07,920
Totals	1,24,30,283	49,38,047	12,19,688	1,67,82,359	1,04,64,450	4,58,34,827	41,35,545	20,80,782	62,25,327
Special.									
Art Schools	21,671	480	1,200	2,121	9,832	35,304	192	1,092	1,284
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	600	..	180	7,723	1,002	9,505	42,603	46,226	88,829
Normal and Training Schools.	6,57,867	2,385	623	10,362	1,36,505	8,07,742	4,765	2,332	7,097
Engineering Schools	..	..	..	..	..	..	10,560	—4,300	6,260
Technical and Industrial Schools.	4,02,529	36,989	29,994	1,30,316	9,37,873	15,37,731	2,585	18,172	20,757
Commercial Schools	8,716	..	1,541	35,834	20,088	66,182	1,43,188	15,819	1,59,007
Agricultural Schools	1,000	550	60	..	7,263	8,873	..	..	..
Reformatory Schools	72,572	..	1,445	729	14,896	89,642	..	..	..
Schools for Defectives	54,084	954	25,646	6,710	93,432	1,80,856	..	..	..
Schools for Adults	63,904	21,218	12,699	17,153	70,348	1,85,322	2,713	15,369	18,082
Other Schools	4,52,876	79,681	27,092	2,49,702	6,60,876	14,70,287	67,274	3,09,540	3,76,814
Totals	17,35,819	1,42,257	1,00,483	4,60,770	19,52,115	43,91,444	2,73,880	4,04,250	6,78,130
GRAND TOTALS	2,06,24,859	50,95,504	13,70,642	2,47,71,969	1,48,33,417	6,66,96,391	55,87,995	28,30,622	84,24,617

III-A.—Expenditure on Education for Males—*concld.*

	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	14,29,405	..	..	..	69	14,29,474
Inspection	71,65,720	1,93,098	57,250	..	1,221	74,17,289
Buildings, etc.	1,12,80,635	24,31,247	22,80,364	5,30,343	59,83,313	2,25,05,902
Miscellaneous	60,36,868	15,99,693	8,35,301	41,59,497	45,67,027	1,71,98,386
Totals	2,59,12,628	42,24,038	31,72,915	46,89,840	1,05,51,630	4,85,51,051
University and Intermediate Education.						
Universities	46,58,453	..	200	39,42,508	9,39,448	95,40,609
Arts Colleges	41,29,690	15,200	36,351	47,91,459	12,90,157	1,02,62,857
Professional Colleges—						
Law	37,449	..	..	5,03,660	69	5,41,178
Medicine	16,94,262	..	81,505	5,32,913	28,683	23,37,363
Education	8,39,723	917	91	800	10,758	8,52,289
Engineering	11,17,084	..	9,000	2,01,031	2,57,527	15,84,642
Agriculture	5,87,800	..	..	13,293	..	6,01,093
Commerce	60,003	..	..	65,793	30,999	1,56,795
Forestry	2,13,845	..	..	..	..	2,13,845
Veterinary Science	4,58,338	..	..	23,795	..	4,82,133
Intermediate Colleges	12,62,624	..	17,108	9,71,801	5,95,840	28,47,373
Totals	1,50,59,271	16,117	1,44,255	1,10,47,053	31,53,481	2,94,20,177
School Education.						
General.						
High Schools	1,14,97,498	4,51,660	5,17,552	1,81,03,075	54,74,281	3,60,44,066
Middle Schools—						
English	27,90,522	6,55,296	3,48,387	39,79,615	21,64,262	99,38,082
Vernacular	34,32,071	23,55,375	4,27,416	7,46,279	1,89,273	71,50,414
Primary Schools	2,86,22,250	1,00,96,799	54,11,109	50,09,367	51,82,119	5,43,21,644
Totals	4,63,42,341	1,35,59,130	67,04,464	2,78,38,336	1,30,09,935	10,74,54,206
Special.						
Art Schools	4,25,992	480	1,200	28,373	27,052	4,83,097
Law Schools	..	..	..	10,314	30	10,344
Medical Schools	12,17,145	6,164	615	2,30,716	1,18,130	15,72,770
Normal and Training Schools	39,06,813	99,628	20,664	26,974	1,54,952	42,09,031
Engineering Schools	5,79,077	..	..	65,050	6,002	6,50,129
Technical and Industrial Schools	16,21,809	1,44,618	96,078	1,67,252	10,66,724	30,96,481
Commercial Schools	88,714	..	1,644	2,18,839	37,552	3,46,649
Agricultural Schools	97,058	550	60	2,053	10,903	1,10,624
Reformatory Schools	3,91,986	..	1,445	729	26,075	4,20,235
Schools for Defectives	60,293	954	25,646	6,740	93,460	1,87,093
Schools for Adults	1,25,671	46,185	33,301	20,006	86,549	3,11,712
Other Schools	9,73,706	95,812	41,876	4,19,632	10,22,896	25,53,922
Totals	94,88,264	3,94,391	2,22,429	11,96,678	26,50,325	1,39,52,087
Grand Totals	9,68,02,504	1,81,93,676	1,02,44,063	4,47,71,907	2,93,65,371	19,93,77,521

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 2,62,322 spent by the Public Works Department on educational buildings.
" Miscellaneous." includes the following main items :—

Scholarships, hostel charges and other contingent charges.

	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	1,93,222	..	..	26,000	667	2,19,889	..	..	..	..	...	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	45,386	..	..	400	..	45,786	..	..	..	..	..	..
Intermediate Colleges	21,271	..	..	1,509	..	22,780	..	..	..	..	..	..
Totals	2,59,879	..	..	27,909	667	2,88,455	..	..	..	..	..	..
School Education.												
General.												
High Schools	6,31,510	..	..	1,02,526	3,021	7,37,057	6,995	12,441	20,827	3,148	1,913	45,324
Middle Schools—												
English	1,94,187	..	..	15,377	1,322	2,10,886	12,471	..	26,039	4,245	414	43,169
Vernacular	1,78,162	..	..	1,707	..	1,79,869	45,659	16,250	1,41,315	2,761	306	2,06,291
Primary Schools	3,47,314	240	..	1,071	81	3,48,706	22,86,776	9,17,754	17,18,257	18,464	15,878	49,57,129
Totals	13,51,173	240	..	1,20,681	4,424	14,76,518	23,51,901	9,46,445	19,06,438	28,618	18,511	52,51,913
Special.												
Medical Schools	76,825	..	..	..	440	77,265	..	3,357	12,998	..	..	..
Normal and Training Schools.	6,60,153	1,311	1,836	827	2,568	6,66,695	..	..	131	2	1,448	17,936
Technical and Industrial Schools	3,258	..	..	..	..	3,258	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	72	..	..	..	..	72
Other Schools	15,334	..	..	..	..	15,334	..	..	..	..	438	438
Totals	7,55,570	1,311	1,836	827	3,008	7,62,552	3,429	12,998	131	2	1,886	18,446
Grand Totals for Females.	23,66,622	1,551	1,836	1,49,417	8,099	25,27,525	23,55,330	9,59,443	19,06,569	28,620	20,397	52,70,359
Grand Totals for Males.	2,28,29,131	95,596	63,246	57,78,199	6,59,888	2,94,26,060	2,74,14,745	87,77,918	56,29,260	39,43,904	5,13,575	4,62,79,402
Grand Totals for All.	2,51,95,753	97,147	65,082	59,27,616	6,67,987	3,19,53,585	2,97,70,075	97,37,361	75,35,829	39,72,524	5,33,972	5,15,49,761

III-B.—Expenditure on Education for Females—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	68,201	..	..	44,925	1,29,927	2,43,053	4,280	6,530	10,810
Professional Colleges									
Medicine	1,25,190	..	..	..	..	1,25,190	..	..	..
Education	30,579	..	..	4,747	18,692	54,018	..	..	..
Intermediate Colleges	56,917	..	5,912	9,323	59,807	1,31,959	..	..	..
Totals	2,80,887	..	5,912	58,995	2,08,426	5,54,220	4,280	6,530	10,810
School Education.									
General.									
High Schools	15,63,874	7,222	27,247	14,88,522	11,52,819	42,39,684	29,005	35,895	64,900
Middle Schools—									
English	6,21,708	10,114	25,457	4,57,410	7,44,444	18,59,133	2,118	30,293	32,411
Vernacular	1,51,662	39,081	1,12,231	21,289	2,78,874	6,01,137	..	6,604	6,604
Primary Schools	12,40,392	5,37,321	2,72,407	2,88,483	14,48,847	37,87,510	18,076	1,24,303	1,43,279
Totals	35,77,636	5,93,738	4,37,432	22,58,704	33,19,984	1,04,87,494	50,099	1,97,095	2,47,194
Special.									
Medical Schools	50,629	2,310	605	12,571	31,814	97,929	..	..	..
Normal and Training Schools.	4,01,758	36	8,235	30,591	2,35,805	6,76,425	394	5,057	5,451
Technical and Industrial Schools	60,073	3,778	400	6,804	1,88,251	2,59,306	24	10,867	10,891
Commercial Schools	8,871	..	..	16,810	1,076	26,757	..	..	..
Agricultural Schools	360	..	..	..	840	1,200	..	..	..
Schools for Adults	14,593	21	1,882	4,725	25,539	46,760	614	431	1,045
Other Schools	28,159	1,200	2,170	13,249	69,229	1,14,007	..	815	815
Totals	5,64,443	7,345	13,292	84,750	5,52,554	12,22,384	1,032	17,170	18,202
GRAND TOTALS FOR FEMALES.	44,22,966	6,01,083	4,56,636	24,02,449	43,80,964	1,22,64,098	55,411	2,20,795	2,76,206
GRAND TOTALS FOR MALES.	2,06,24,859	50,95,504	13,70,642	2,47,71,969	1,48,33,417	6,66,96,391	55,87,995	28,36,622	84,24,617
GRAND TOTALS FOR ALL	2,50,47,825	56,96,587	18,27,278	2,71,74,418	1,92,14,381	7,89,60,489	56,43,406	30,57,417	87,00,823

III-B.—Expenditure on Education for Females—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	7,04,345	7,002	8,026	..	..	7,19,373
Buildings, etc.	11,74,034	78,707	61,499	1,28,216	13,03,232	27,45,688
Miscellaneous	10,29,984	58,767	59,668	17,30,732	17,32,611	46,11,762
Totals	29,08,363	1,44,476	1,29,193	18,58,948	30,35,843	80,76,823
University and Intermediate Education.						
Arts Colleges	2,68,423	..	..	75,205	1,35,124	4,78,752
Professional Colleges—						
Medicine	1,25,190	..	..	..	..	1,25,190
Education	75,965	..	..	5,147	18,692	99,804
Intermediate Colleges	78,188	..	5,912	10,832	59,807	1,54,739
Totals	5,42,766	..	5 912	91,184	2,13,623	8,53,485
School Education.						
General.						
High Schools	22,02,379	19,663	48,074	16,23,201	11,93,648	50,86,965
Middle Schools—						
English	8,28,366	10,114	51,496	4,79,150	7,76,473	21,45,599
Vernacular	3,75,483	55,331	2,53,546	28,757	2,80,784	9,93,901
Primary Schools	38,74,482	14,55,315	19,90,754	3,26,994	15,89,109	92,36,654
Totals	72,80,710	15,40,423	23,43,870	24,58,102	38,40,014	1,74,63,119
Special.						
Medical Schools	1,27,454	2,310	605	12,571	32,254	1,75,104
Normal and Training Schools	10,65,268	14,345	10,202	31,814	2,44,878	13,66,507
Technical and Industrial Schools	63,331	3,778	400	6,828	1,99,118	2,73,455
Commercial Schools	8,871	..	..	16,810	1,076	26,757
Agricultural Schools	360	..	..	..	840	1,200
Schools for Adults	14,665	21	1,882	5,339	25,970	47,877
Other Schools	43,493	1,200	2,170	13,249	70,482	1,30,594
Totals	13,23,442	21,654	15,259	86,611	5,74,618	20,21,584
GRAND TOTALS for Females	1,20,55,281	17,06,553	24,94,284	44,94,845	76,64,098	2,84,15,011
GRAND TOTALS for Males	9,68,02,504	1,81,93,676	1,02,44,063	4,47,71,907	2,93,65,371	19,93,77,521
GRAND TOTALS for All	10,88,57,785	1,99,00,229	1,27, 88,297	4,92,66,752	3,70,29,469	22,77,02,532

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION*	162,748	1,426,021	83,977,752	31,115,851	5,682,735	46,538	1,345,979	3,185,997	126,943,619
School Education.									
Primary — Classes. I	4,284	120,147	2,754,850	1,156,697	165,814	1,157	42,101	77,070	4,322,070
II	2,414	43,222	927,349	324,807	44,705	870	16,882	10,128	1,370,357
III	2,379	32,005	687,647	198,127	27,290	1,050	11,584	12,136	972,168
IV	2,488	24,180	477,016	114,118	19,405	944	10,215	6,735	655,101
V	2,291	14,333	269,806	58,871	8,721	836	8,019	1,958	364,835
† Middle — VI	2,202	9,759	176,481	41,372	6,902	1,046	5,862	1,021	244,645
VII	1,855	6,860	133,417	29,027	6,994	822	4,739	697	184,411
VIII	1,427	4,862	94,736	19,990	1,488	752	3,656	311	127,222
† High — IX	725	2,940	65,431	12,591	1,305	829	2,908	205	86,934
X	828	2,337	55,948	10,191	1,256	709	2,524	180	73,968
..	284	1,684	42,684	6,407	91	661	25	99	51,935
..	22	189	7,334	996	2	616	13	44	9,216
TOTALS	21,149	262,518	5,692,694	1,973,194	283,973	10,292	108,458	119,584	(d) 8,471,862
University and Intermediate Education.									
Intermediate classes — 1st year	93	673	15,456	2,532	239	361	499	66	19,919
2nd year	87	602	15,507	2,430	239	258	411	63	19,597
Degree classes — 3rd year	37	365	7,753	1,308	59	80	136	28	9,769
4th year	35	346	8,557	1,419	68	95	154	23	10,697
5th year	3	31	1,006	141	2	3	14	1	1,201
Post-graduate classes — 6th year	11	24	1,032	246	2	10	15	..	1,340
7th year	..	2	107	105	..	2	..	..	216
Research Students	..	3	358	40	..	6	1	..	408
TOTALS	266	2,046	(a) 50,461	(b) 8,373	609	815	(c) 1,236	181	(e) 63,987
No. of scholars in recognised institutions.	21,415	264,564	5,743,155	1,981,567	284,582	11,107	109,694	119,765	8,535,849
No. of scholars in unrecognised institutions.	47	7,402	170,248	182,620	195,634	161	4,368	3,999	564,479
GRAND TOTALS	21,462	271,966	5,913,403	2,164,187	480,216	11,268	114,062	123,764	9,100,328

* Excludes figures of the Administered Areas of Hyderabad, Deesa Cantonment and Sadra Bazar.

† Lines differentiating the stages of instructon cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

(*a*) Includes 673 scholars in the U. P. and 12 in the Punjab not shown in the details.

(*b*) " 150 " " " " " " 2 " " " " " " " "

(*c*) " 3 " " " " Punjab not shown in the details.

(*d*) Excludes 426 s holars reading purely classical language and 13 scholars reading in school stages in colleges in Assam and also 50 scholars in advanced clerical classes in the Punjab.

(*e*) Excludes 145 scholars of one Oriental College in the Punjab and 36 scholars of one Oriental College in Assam (shown against "Education" in V-A), also excludes 4,148 and 335 scholars reading in school stages in colleges in the N. P. and the Punjab respectively.

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females.

Race or Creed.		Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
		1	2	3	4	5	6	7	8	9
TOTAL POPULATION *		96,177	1,374,420	80,287,707	28,368,885	5,824,088	42,831	1,020,895	3,182,710	120,197,707
School Education.										
	Classes.									
Primary	I	7,594	26,413	364,074	228,494	25,640	1,398	6,841	3,131	663,585
	II	3,167	11,544	95,847	36,630	14,273	907	1,954	828	165,150
	III	2,631	8,474	61,497	15,487	3,096	942	1,567	683	94,377
	IV	2,292	7,031	34,670	5,721	3,782	833	1,065	400	55,794
	V	1,935	5,464	18,320	2,776	942	571	718	234	30,950
* Middle	VI	1,746	3,853	8,013	869	528	586	207	168	15,970
	VII	1,471	2,851	4,250	479	426	486	106	101	10,170
	VIII	1,087	1,863	1,864	178	63	336	57	57	5,505
* High	IX	523	800	948	66	74	209	29	30	2,679
	X	534	546	717	47	52	137	18	22	2,073
	..	193	377	563	5	2	82	1	12	1,235
	..	4	45	142	4	..	55	...	6	256
TOTALS		23,177	69,251	590,995	290,764	48,880	6,542	12,563	5,672	(a)1,047,744
University and Intermediate Education.										
Intermediate classes	1st year	31	124	149	14	..	3	3	1	325
	2nd year	29	97	102	5	..	2	3	1	239
Degree classes	3rd year	11	65	57	4	..	..	5	..	142
	4th year	14	53	59	3	..	..	1	..	130
	5th year	..	..	..	..	..	..	..	..	..
Post-graduate classes	6th year	..	..	3	..	..	..	..	..	3
	7th year	..	..	3	..	..	..	..	..	3
Research Students		..	..	..	..	..	..	..	..	..
TOTALS		85	339	373	26	..	5	12	2	(b)842
No. of scholars in recognised institutions		23,262	69,590	591,273	290,780	48,880	6,547	12,575	5,674	1,048,586
No. of scholars in unrecognised institutions.		..	1,034	14,308	38,327	1,778	33	1,484	175	57,139
GRAND TOTALS		23,262	70,624	605,586	329,107	50,658	6,580	14,059	5,849	1,105,725

* *Vide* footnote on previous page.

(*a*) Includes 10 female scholars (excluded from table IV-A) reading in Institutions for males.

(*b*) Excludes 71,23 and 295 scholars reading in school stages in colleges in the United Provinces, the Punjab and Bangalore respectively.

V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
Schools.									
Art Schools	19	124	1,434	235	1	26	9	22	1,870
Law Schools	..	..	143	21	..	..	..	..	164
Medical Schools	48	410	3,569	878	61	3	126	8	5,103
Normal and Training Schools	3	2,395	13,180	3,704	1,173	..	299	149	20,853
Engineering and Surveying Schools	59	54	1,036	106	76	..	51	22	1,404
Technical and Industrial Schools	488	2,504	9,790	4,099	109	123	273	159	17,605
Commercial Schools	419	431	4,852	443	423	332	89	45	6,484
Agricultural Schools	3	60	317	33	..	..	..	..	413
Reformatory Schools	5	53	896	536	87	..	2	5	1,584
Schools for Defectives	10	229	350	61	15	7	2	3	707
Schools for Adults	..	976	57,243	56,074	363	2	6,605	449	121,712
Other Schools	70	257	34,328	54,895	10,867	115	16	97	100,645
TOTALS	1,124	7,553	126,618	121,085	13,175	608	7,422	959	278,544
Colleges.									
Law	11	84	6,727	1,144	51	49	75	50	8,191
Medicine	53	208	2,785	395	21	102	109	9	3,682
Education	28	65	744	258	4	3	29	4	(a)1,135
Engineering	107	41	1,534	185	12	21	127	1	2,028
Agriculture	2	24	382	97	26	10	71	29	641
Commerce	11	31	1,815	73	3	70	4	..	1,507
Forestry	6	7	74	17	6	..	7	2	119
Veterinary Science	1	15	164	76	..	..	16	..	272
TOTALS	219	475	13,725	2,245	123	255	438	95	17,575
GRAND TOTALS	1,343	8,028	140,343	123,330	13,298	863	7,860	1,054	296,119

(a) 36 scholars of one Oriental College in Assam which have been shown against "Arts and Science" in II-A are shown against "Education" in this table.

V-B.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

—	Europeans and Anglo-Indians.	Indian Christians	Hindus.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.
	1	2	3	4	5	6	7	8	9
Schools.									
Medical Schools	17	183	48	9	1	2	10	..	270
Normal and Training Schools	269	2,184	1,356	283	339	17	30	12	4,490
Technical and Industrial Schools	61	2,306	724	110	16	..	..	26	3,243
Commercial Schools	262	..	..	..	..	..	..	4	266
Agricultural Schools	..	40	..	..	..	..	..	..	40
Schools for Adults	..	2	713	70	3	121	..	28	937
Other Schools	210	391	903	486	2	108	..	1	2,101
TOTALS	819	5,106	3,744	958	361	248	40	71	11,347
Colleges.									
Medicine	15	11	24	6	..	1	4	..	61
Education	61	37	21	..	..	1	..	..	120
TOTALS	76	48	45	6	..	2	4	..	181
GRAND TOTALS	895	5,154	3,789	964	361	250	44	71	11,528

VI.—Teachers (Men and Women).

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained teachers.	Grand totals of Teachers.
						Possessing a degree.		*Possessing no degree.*				
	A Degree.	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	2	208	1,214	1,248	27	..	3	320	1,090	2,694	1,413	4,107
Local Board and Municipal.	4	1,023	42,731	38,553	213	60	366	6,857	35,547	82,624	42,830	125,454
Aided	38	1,469	22,871	19,351	1,051	36	72	35,535	70,373	44,280	106,016	150,296
Unaided	..	48	4,041	759	21	..	12	5,084	10,419	1,869	15,515	17,384
Totals	44	2,748	67,357	59,906	1,412	96	453	47,796	117,429	131,467	165,774	297,241
Middle Schools.												
Government	58	506	516	125	13	12	33	93	365	1,218	503	1,721
Local Board and Municipal.	255	957	12,435	912	140	22	96	733	3,771	14,699	4,622	19,321
Aided	222	1,501	4,604	1,585	711	223	311	4,022	5,133	8,623	10,639	19,262
Unaided	31	112	680	63	7	53	68	1,420	733	893	2,274	3,167
Totals	566	3,076	18,235	2,685	871	310	508	7,168	10,052	25,433	18,038	43,471
High Schools.												
Government	1,841	1,320	811	44	156	247	386	383	769	4,172	1,785	5,957
Local Board and Municipal.	759	963	271	66	306	89	196	181	571	2,365	1,037	3,402
Aided	2,548	3,232	2,535	332	613	2,102	2,281	3,976	5,143	9,260	13,502	22,762
Unaided	160	135	510	23	4	1,734	488	3,071	1,191	832	6,484	7,316
Totals	5,308	5,650	4,127	465	1,079	4,172	3,351	7,611	7,674	16,629	22,808	39,437
GRAND TOTALS	5,918	11,474	89,719	63,056	3,362	4,578	4,312	62,575	135,155	173,529	206,620	380,149

VII.—European Education.

Total European population . . Male . 157,793
Female . 92,262
TOTAL . 250,055

Percentage to European population of those at school.

Males.	Females.	Total.
16·97	26·87	20·62

	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and *vice versa*.	Teachers. Trained.	Teachers. Untrained.	Expenditure from Govt. funds.	Expenditure from Board funds.	Expenditure from Fees.	Expenditure from Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges . .	5	156	135	..	38	19	1,16,654	..	1,01,102	1,10,535	3,28,291
Training Colleges . .	1	19	16	..	2	..	15,787	..	..	..	15,787
High Schools . .	71	16,561	14,815	957	541	363	11,03,039	6,284	10,15,521	7,57,627	28,82,471
Middle Schools . .	40	4,151	3,578	1,229	202	121	2,34,774	4,019	1,73,432	2,17,535	6,29,760
Primary Schools . .	50	3,061	2,529	927	103	80	88,275	11,364	70,198	89,053	2,59,390
Training Schools . .	..	..	..	..	..	..	760	..	..	..	760
Technical and Industrial Schools.	2	117	104	..	2	5	6,480	..	1,056	7,603	15,139
Commercial Schools .	—	—	..	..	..	..	..	..	..	..	..
Other Schools . .	—	..	..	..	..	..	8,421	..	..	..	8,421
TOTALS .	169	24,065	21,177	3,113	888	588	15,74,690	21,667	13,61,309	11,82,353	41,40,019
Institutions for Females.											
Arts Colleges . .	1	310	266	..	17	3	9,711	..	12,123	7,688	29,522
Training Colleges . .	2	52	50	..	12	1	36,416	..	3,820	6,120	46,356
High Schools . .	97	16,193	14,790	2,682	692	445	10,19,309	6,305	9,66,640	4,87,230	24,79,484
Middle Schools . .	64	6,809	6,040	1,705	278	167	2,57,753	6,561	2,27,812	1,96,471	6,88,597
Primary Schools . .	65	3,595	2,810	1,404	130	95	1,07,594	11,066	79,635	1,23,602	3,21,897
Training Schools . .	12	278	242	36	35	13	56,260	3,037	17,903	39,244	1,16,444
Technical and Industrial Schools.	1	69	68	..	2	2	600	..	..	1,690	2,290
Commercial Schools .	5	174	131	..	7	7	7,551	..	11,988	785	20,324
Other Schools . .	2	28	26	6	5	..	11,508	..	..	3,007	14,515
TOTALS .	249	27,508	24,423	5,833	1,178	733	15,06,702	26,969	13,19,921	8,65,837	37,19,429
GRAND TOTALS FOR INSTITUTIONS.	418	51,573	45,600	—	2,066	1,321	30,81,392	48,636	26,81,230	20,48,190	78,59,448
Inspection . . .							1,23,066	..	..	..	1,23,066
Buildings, etc. . .							7,59,769	..	2,06,697	8,04,589	17,71,055
Miscellaneous . .							9,89,676	2,772	22,09,979	15,45,457	47,47,884
TOTALS .							18,72,511	2,772	24,16,676	23,50,046	66,42,005
GRAND TOTALS .							49,53,903	51,408	50,97,906	43,98,236	1,45,01,453

Expenditure on Buildings includes Rs. 94,683 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—
Hostel charges, scholarships and other contingent charges.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
Degree Examinations.	1	2	3	4	5	6	7	8	9	10	11	12
Arts and Science.												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	..	10	10	..	5	5	..	..	..	..	..	..
D. Sc.	..	2	2	..	2	2	..	..	..	..	..	..
M. A.	1,029	384	1,413	760	187	947	21	6	27	12	5	17
M. Sc.	349	17	366	259	6	265	..	..	..	..	..	..
B. A. (Honours)	1,358	159	1,517	853	88	941	57	4	61	51	2	53
B. Sc. (Honours)	386	57	443	219	32	251	..	..	..	..	..	..
B. A. (Pass)	5,516	2,527	8,043	2,895	1,058	3,953	132	63	195	88	41	129
B. Sc. (Pass)	1,879	268	2,147	1,070	125	1,195	12	1	13	9	1	10
Law.												
Master of Law	2	29	31	..	8	8	..	..	..	..	..	..
Bachelor of Law	4,144	128	4,272	2,308	39	2,347	1	..	1	1	..	1
Medicine.												
M. D.	8	3	11	3	1	4	..	..	..	..	..	..
M. B., B. S.	1,466	..	1,466	482	..	482	61	..	61	16	..	16
L. M. S.	15	..	15	11	..	11	..	..	..	..	..	..
M. C. P. & S. (Bombay)	8	..	8	2	..	2	..	..	..	..	..	..
M. S. F. M. (Calcutta)	10	..	10	2	..	2	..	..	..	..	..	..
M. S.	12	..	12	9	..	9	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	8	..	8	2	..	2	..	..	..	..	..	..
D. P. H.	8	..	8	8	..	8	..	..	..	..	..	..
B. Sc. (Sanitary)	4	..	4	2	..	2	..	..	..	..	..	..
D. T. M. (Calcutta)	8	27	35	6	14	20	..	2	2	..	2	2
Engineering.												
Bachelor of C. E.	218	(a) 2	220	152	..	152	..	..	..	..	..	..
Bachelor of M. E.	74	..	74	54	..	54	..	..	..	..	..	..
Education.												
B. E., B. T. & L. T.	522	212	734	409	87	496	51	21	72	40	14	54
Commerce.												
Bachelor of Commerce	264	98	362	133	28	161	..	..	..	..	..	..
Agriculture.												
Master of Agriculture	..	1	1	..	..	..	..	..	..	..	..	..
Bachelor of Agriculture.	30	..	30	32	..	32	..	..	..	..	..	..

* *i.e.*, appearing from a recognised institution
(*a*) appeared for Master of C. E. examination in Bombay.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Intermediate Examinations.												
Intermediate in Arts	10,278	4,599	14,877	4,845	2,169	7,014	301	139	440	205	87	292
Intermediate in Science.	7,716	693	8,409	3,966	251	4,217	93	11	104	52	6	58
Licentiate of Civil Engineering	83	...	83	65	..	65	..	..	..	..	..	..
Licence, Diploma or certificate in Teaching.	1,250	77	1,336	937	44	981	202	5	207	150	4	154
Intermediate or Diploma in Commerce.	470	16	486	253	9	262	..	..	..	..	..	..
Licentiate of Agriculture	100	..	100	78	..	78	..	..	..	..	..	..
Veterinary Examinations.	117	1	118	83	..	83	..	..	..	..	..	..
School Examinations.												
(a) On completion of High School course.												
Matriculation	36,486	2,693	39,179	20,151	1,051	21,202	532	165	697	301	86	387
School Final, etc.	25,389	2,706	28,185	19,262	1,180	20,442	626	51	677	500	18	518
European High School	285	10	295	176	3	179	248	4	252	183	1	184
Cambridge Senior	392	95	487	246	10	256	256	11	267	136	2	138
Vernacular High (in Burma).	202	478	680	87	139	226	44	55	99	24	7	31
(b) On completion of Middle School course.												
Cambridge Junior	629	2	631	864	1	865	397	..	397	226	..	226
European Middle	561	..	561	284	..	284	515	1	516	336	..	336
Anglo-Vernacular Middle	61,573	266	61,839	46,786	60	46,846	2,545	39	2,584	1,647	16	1,663
Vernacular Middle	84,283	5,535	89,818	20,785	1,988	22,773	2,554	606	3,160	1,563	279	1,842
(c) On completion of Primary course.												
Upper Primary	191,007	223	191,230	141,928	124	142,052	12,293	133	12,426	9,327	85	9,412
Lower Primary	398,824	372	399,196	299,520	317	299,837	42,639	102	42,741	31,900	70	31,970
(d) On completion of Vocational course.												
For teacher's certificates.—												
Vernacular, Higher	4,835	846	5,681	3,279	370	3,649	1,539	80	1,619	1,085	45	1,130
Vernacular, Lower	9,348	2,794	12,142	5,886	1,145	7,031	695	34	729	393	18	411
At Art Schools	1,138	59	1,197	649	22	671	37	..	37	8	..	8
At Law Schools	42	..	42	40	..	40	..	..	..	..	..	..
At Medical Schools	1,457	200	1,657	821	133	954	64	6	70	34	4	38
At Engineering Schools	741	312	1,053	567	135	702	..	..	..	..	..	..
At Technical and Industrial Schools	1,765	1,037	2,802	1,408	679	2,082	118	209	322	101	132	233
At Commercial Schools	2,423	5,064	7,487	1,085	1,816	2,901	55	46	101	17	9	26
At Agricultural Schools	122	..	122	103	..	103	..	..	..	..	..	..
At other Schools	4,805	286	5,091	2,937	171	3,108	17	..	17	10	..	10

* i.e., appearing from a recognised institution.

MGIPC—L—III 11-8—8-8-28—600.

CALCUTTA
GOVERNMENT OF INDIA PRESS
8, HASTINGS STREET

EDUCATION, INDIA.

EDUCATION IN INDIA

IN

1927-28.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1930

Price Re. 1-12 or 3s.

Government of India Publications are obtainable from the Government of India Central Publication Branch, 3, Government Place, West, Calcutta, and from the following Agents :—

EUROPE.

OFFICE OF THE HIGH COMMISSIONER FOR INDIA, INDIA HOUSE, ALDWYCH, LONDON, W. C. 2.

And at all Booksellers.

INDIA AND CEYLON : Provincial Book Depôts.

MADRAS:—Superintendent, Government Press, Mount Road, Madras.
BOMBAY:—Manager, Government Book Depôt, Charni Road Gardens, Queen's Road, Bombay.
SIND:—Library attached to the Office of the Commissioner in Sind, Karachi.
BENGAL:—Bengal Secretariat Book Depôt, Writers' Buildings, Room No. 1, Ground Floor, Calcutta.
UNITED PROVINCES OF AGRA AND OUDH:—Superintendent of Government Press, United Provinces of Agra and Oudh, Allahabad.
PUNJAB:—Superintendent, Government Printing, Punjab, Lahore.
BURMA:—Superintendent, Government Printing, Burma, Rangoon.
CENTRAL PROVINCES AND BERAR:—Superintendent, Government Printing, Central Provinces, Nagpur.
ASSAM:—Superintendent, Assam Secretariat Press, Shillong.
BIHAR AND ORISSA:—Superintendent, Government Printing, Bihar and Orissa, P. O. Gulzarbagh, Patna.
COORG:—Office of the Chief Commissioner of Coorg, Bangalore.
NORTH-WEST FRONTIER PROVINCE:—Manager, Government Printing and Stationery, Peshawar.

Thacker Spink & Co., Calcutta and Simla.
W. Newman & Co., Ltd., Calcutta.
S. K. Lahiri & Co., Calcutta.
The Indian School Supply Depôt, 309, Bow Bazar Street, Calcutta.
Butterworth & Co. (India), Ltd., Calcutta.
M. C. Sarcar & Sons, 15, College Square, Calcutta.
Standard Literature Company, Ltd., Calcutta.
Association Press, Calcutta.
Chukervertty, Chatterjee & Co., Ltd., 13, College Square, Calcutta.
The Book Company, Calcutta.
James Murray & Co., 12, Government Place, Calcutta. (For Meteorological Publications only.)
Ray Chaudhury & Co., 68-5, Ashutosh Mukherji Road, Calcutta.
Scientific Publishing Co., 9, Taltolla Lane, Calcutta.
Chatterjee & Co., 204, Cornwallis Street, Calcutta.
Standard Law Book Society, 8-2, Hastings Street, Calcutta.
The Hindu Library, 3, Nandalal Mullick Lane, Calcutta.
Kamala Book Depôt, Ltd., 15, College Square, Calcutta.
Kali Charan & Co., Municipal Market, Calcutta.
Bengal Flying Club, Dum Dum Cantt., on Aviation.
B. C. Basak, Esq., Proprietor, Albert Library, Dacca.
Mitra Brothers, Rajshahi.
Higginbothams, Madras.
Rochouse & Sons, Madras.
G. A. Nateson & Co., Publishers, George Town, Madras.
Theosophical Publishing House, Adyar, Madras.
P. Varadachary & Co., Madras.
S. Murthy & Co., Madras.
City Book Co., Madras.
Bright & Co., Trivandrum.
The Booklover's Resort, Taikad, Trivandrum, South India.
E. M. Gopalakrishna Kone, Pudumandapam, Madura.
Central Book Depôt, Madura.
Bijapur & Co., Vizagapatam.
Thacker & Co., Ltd., Bombay.
D. B. Taraporevala Sons & Co., Bombay.
Sunder Pandurang, Bombay.
Ram Chandra Govind & Sons, Kalbadevi Road, Bombay.
N. M. Tripathi & Co., Booksellers, Princess Street, Kalbadevi Road, Bombay.
New & Secondhand Bookshop, Kalbadevi Road, Bombay.
Mrs. Radhabai Atmaram Sagoon, Kalbadevi Road, Bombay.
J. M. Pandia & Co., Bombay.
Gatulal & Co., Bombay.
A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.
S. Govind & Co., Sandhurst Road, Girgaon, Bombay.
Bombay Book Depôt, Girgaon, Bombay.
Bennett Coleman & Co., Ltd., The Times of India Press, Bombay.
Proprietor, New Kitabkhana, Poona.
The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.
Rama Krishna Bros., Opposite Vishrambag, Poona City.
S. P. Bookstall, 21, Budhwar, Poona.
Mangaldas & Sons, Booksellers and Publishers, Bhaga Talao, Surat.
The Standard Book and Stationery Co., 32-33, Arbab Road, Peshawar.
R. B. Umadikar & Co., The Bharat Book Depôt, Dharwar.
The Students Own Book Depôt, Dharwar.
Shri Shankar Karnataka Pustaka Bhandara Malamuddi, Dharwar.
The Standard Bookstall, Karachi, Quetta, Delhi, Murree and Rawalpindi.
The Karachi Book Depôt, Elphinstone Street, Camp, Karachi.
The English Bookstall, Karachi.
The Standard Bookstall, Quetta.
U. P. Malhotra & Co., Quetta.
J. Ray & Sons, 43, K. & L., Edwardes Road, Rawalpindi, Murree and Lahore.
The Standard Book Depôt, Lahore, Nainital, Mussoorie, Dalhousie, Ambala Cantonment and Delhi.
N. B. Mathur, Supdt., Nazir Kanun Hind Press, Allahabad.
The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.
Ram Dayal Agarwala, 184, Katra, Allahabad.
Ram Narain Lal, Katra, Allahabad.
The Indian Army Book Depôt, Dayalbagh, Agra.
Narayan & Co., Meston Road, Cawnpore.
The Indian Army Book Depôt, Jullundur City, Daryaganj, Delhi.
Manager, Newal Kishore Press, Lucknow.
The Upper India Publishing House, Ltd., Literature Palace, Amuddaula Park, Lucknow.
Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.
Rama Krishna & Sons, Booksellers, Anarkali, Lahore.
Puri Brothers, Booksellers and Publishers, Katcheri Road, Lahore.
The Tilak School Bookshop, Lahore.
The Standard Bookstall, Lahore.
The Proprietor, Punjab Sanskrit Book Depôt, Saidmitha Street, Lahore.
The Insurance Publicity Co., Ltd., Lahore.
The Punjab Religious Book Society, Lahore.
The Commercial Book Coy., Lahore.
The University Book Agency, Kachari Road, Lahore.
Manager of the Imperial Book Depôt, 63, Chandney Chowk Street, Delhi.
Fono Book Agency, New Delhi.
Oxford Book and Stationery Company, Delhi, Lahore, Simla, Meerut and Calcutta.
Supdt., American Baptist Mission Press, Rangoon.
The Modern Publishing House, Ltd., 30, Phayre Street, Rangoon.
Burma Book Club, Ltd., Rangoon.
Manager, The "Hitavada", Nagpur.
Bhisey Brothers, Booksellers and Stationers, Sitabaldi, Nagpur.
S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.
The Manager, Ceylon Observer, Colombo.
The Manager, The Indian Book Shop, Benares City.
Nandkishore & Bros., Chowk, Benares City.
The Srivilliputtur Co-operative Trading Union, Ltd., Srivilliputtur (S. I. R.).
Raghunath Prasad & Sons, Patna City.
The Students' Emporium, Patna.
K. L. Mathur & Bros., Guzri, Patna City.
Kamala Book Store, Bankipore, Patna.
G. Banerjee & Bros., Ranchi.
Dandekar Brothers, Indore City.
Pustakalaya Sahayak Sahakari, Ltd., Baroda.
M. C. Kothari, Raipura Road, Baroda.
The Hyderabad Book Depôt, Chaderghat, Hyderabad (Deccan).
Thakur & Co., Amraoti.
S. Krishnaswamy & Co., Teppakulam P. O., Trichinopoly Fort.
National College Teachers' Union Book Depôt, Trichinopoly.
Superintendent, Bangalore Press, Lake View, Mysore Road, Bangalore City.

AGENT IN PALESTINE:—Steimatzky, Jerusalem.

CONTENTS.

	PAGE.
I. General Summary	1
II. University Education	10
III. Secondary Education	19
IV. Primary Education (Boys)	24
V. The Education of Girls	29
VI. Professional and Technical Education	33
VII. Education of Europeans and Anglo-Indians	37
VIII. Education of Muhammadans	39
IX. Education of the Depressed Classes	42
X. Miscellaneous	45
APPENDIX—	
General Educational Tables, 1927-28	49

PREFACE.

This report contains statistics for education in British India for the year April 1, 1927, to March 31, 1928, the latest year for which reports from all provinces are available. It gives a brief account of the chief educational developments recorded in the various provincial reports for that year. A much more detailed account of the progress of education in British India in recent years will be found in the quinquennial report on education for the years 1922-27 which was published in September, 1929.

A. H. MACKENZIE,

Offg. Educational Commissioner with the Government of India.

SIMLA :
June, 1930.

EDUCATION IN INDIA
IN
1927-28.

I.—General Summary.

The year under report has been one of substantial progress. The number of recognised institutions increased by 8,762 and the scholars reading in them by 630,806. The total number of scholars in all kinds of institutions, both recognised and unrecognised, stood at 11,775,222, being nearly five per cent. of the population. The following table gives details:—

Institutions and Scholars.

Types of Institutions.	No. of Institutions.		No. of Scholars.	
	1928.	1927.	1928.	1927.
Universities	15	14	7,562	7,053
Arts Colleges	236	232	65,952	65,250
Professional Colleges	71	77	17,162	17,616
High Schools	2,759	2,687	828,854	794,201
Middle Schools	9,240	8,651	1,173,700	1,059,866
Primary Schools	197,299	189,348	8,712,968	8,256,760
Special Schools	10,190	10,039	353,958	328,604
Unrecognised Institutions	34,914	35,216	615,066	628,146
Total	254,724	246,264	11,775,222	11,157,496

The figures show a decrease of six in the number of professional colleges and of some 500 students in their enrolment. This decrease, however, is nominal, being due to a change in classification. Actually there was an increase of two professional colleges. The decline of 302 in the number of unrecognised institutions and of over 13,000 in their scholars is not a matter for regret as most of these institutions are inefficient and are merely "venture" schools.

The number of secondary and primary schools was 209,298 and the number of pupils receiving education in these schools and in the school departments of intermediate colleges was 10,720,594. The pupils were distributed over the various stages of instruction as follows:—

Stage of Instruction.	Boys.	Girls.	Total.
High stage	286,426	9,480	295,906
Middle stage	737,764	48,017	785,781
Primary stage	7,816,021	1,822,886	9,638,907
Total	8,840,211	1,880,383	10,720,594

The total expenditure on education from all sources increased by Rs. 1,24,31,247 from Rs. 24,58,47,572 to Rs. 25,82,78,819. Towards this expenditure, government funds contributed 49·0 per cent., district board and municipal funds 14·7 per cent., fees 21·1 per cent., and all other sources 15·2 per cent. The proportion of cost met from government funds varies considerably from province to province; it is highest in the North-West Frontier Province (66·2 per cent.) and lowest in the minor administered areas (20·8 per cent.). The higest figures in other main provinces are:—

	Per cent.
Central Provinces and Berar	59·1
Assam	58·3
United Provinces	58·0

The average annual cost per scholar was Rs. 23 for the whole of British India. The incidence of this cost was as follows:—

	Rs.	A.	P.
Government funds	11	5	7
Local funds	3	6	4
Fees	4	14	1
Other sources	3	8	3

The provincial figures ranged from Rs. 80 in Baluchistan to Rs. 17 in Bengal, Bihar and Orissa and Assam.

A noteworthy feature of the year has been the introduction of a five-year programme for the expansion of education in territories directly administered by the Government of India. Owing to the financial stringency which prevailed in post-war years the Government of India were not in a position to encourage rapid progress in the expansion of education in territories directly administered by them. As soon, however, as the financial outlook improved, they undertook a general survey of the educational activities in the areas under their control with a view to the adoption of measures for the expansion of education. As a result of this survey, a programme of expansion extending over five years with effect from April 1, 1927, has been sanctioned. The total additional expenditure involved amounts to Rs. 29,71,981 non-recurring and Rs. 4,01,309 recurring in 1927-28, rising to Rs. 10,60,091 recurring in 1931-32.

The tables given on the next four pages summarize statistics which are a measure of the year's expansion of education. But the progress of education cannot be judged by statistics. All provinces are endeavouring, according to their means, to improve the quality and character of education and the developments that have taken place in this direction during the year 1927-28 are described briefly in the chapters that follow.

(i) *Number of Institutions.*

Province.	No. of Recognised Institutions.			No. of Unrecognised Institutions.			Total No. of Institutions.		
	1928.	1927.	Increase (+) or Decrease (—).	1928.	1927.	Increase (+) or Decrease (—).	1928.	1927.	Increase (+) or Decrease (—).
Madras	53,627	50,943	+2,684	2,643	2,897	—254	56,270	53,840	+2,430
Bombay*	15,452	14,819	+633	1,318	1,437	—119	16,770	16,256	+514
Bengal	61,786	58,833	+2,953	1,568	1,610	—42	63,354	60,443	+2,911
United Provinces	23,269	22,068	+1,201	2,578	2,752	—174	25,847	24,820	+1,027
Punjab	13,754	13,860	—106	5,306	4,913	+393	19,060	18,773	+287
Burma	7,122	6,885	+237	18,325	18,449	—124	25,447	25,334	+113
Bihar and Orissa	32,023	31,495	+528	1,773	1,749	+24	33,796	33,244	+552
Central Provinces and Berar	5,228	5,187	+41	192	235	—43	5,420	5,422	—2
Assam	5,753	5,331	+422	554	437	+117	6,307	5,768	+539
North-West Frontier Province	843	747	+96	275	286	—11	1,118	1,033	+85
Coorg	113	112	+1	16	6	+10	129	118	+11
Delhi	291	259	+32	64	59	+5	355	318	+37
Ajmer-Merwara	223	198	+25	86	117	—31	309	315	—6
Baluchistan	99	94	+5	177	219	—42	276	313	—37
Bangalore	104	101	+3	20	22	—2	124	123	+1
Minor Administered Areas	123	116	+7	19	28	—9	142	144	—2
INDIA	219,810	211,048	+8,762	34,914	35,216	—302	254,724	246,264	+8,460

* Figures for *Aden* are included under Bombay.

(ii) *Number of Scholars.*

Province.	No. of Scholars in Recognised Institutions.			No. of Scholars in Unrecognised Institutions.			Total No. of Scholars in all Institutions.			Percentage of Total Scholars to Population.	
	1928.	1927.	Increase (+) or Decrease (-).	1928.	1927.	Increase (+) or Decrease (—).	1928.	1927.	Increase (+) or Decrease (—).	1928.	1927.
Madras	2,586,544	2,440,874	+145,670	74,128	82,314	—8,186	2,660,672	2,523,188	+137,484	6·2	6·0
Bombay*	1,162,578	1,116,270	+46,308	32,373	35,158	—2,785	1,194,951	1,151,428	+43,523	6·2	6·0
Bengal	2,446,678	2,289,876	+156,802	55,034	53,504	+1,530	2,501,712	2,343,380	+158,332	5·3	5·0
United Provinces	1,368,807	1,280,450	+88,357	65,536	68,951	—3,415	1,434,343	1,349,401	+84,942	3 2	3·0
Punjab	1,148,568	1,086,087	+62,481	99,563	96,649	+2,914	1,248,131	1,182,736	+65,395	6 0	5·7
Burma	478,441	443,302	+35,139	197,441	202,670	—5,229	675,882	645,972	+29,910	5·1	4·9
Bihar and Orissa	1,102,471	1,065,496	+36,975	44,590	42,998	+1,592	1,147,061	1,108,494	+38,567	3·4	3·3
Central Provinces and Berar	407,938	391,623	+16,315	6,936	7,666	—730	414,874	399,289	+15,585	3·0	2·9
Assam	295,541	270,433	+25,108	21,540	18,187	+3,353	317,081	283,620	+28 461	4·0	3 7
North-West Frontier Province.	70,581	63 076	+7,505	6,175	6,642	—467	76,756	69,718	+7,038	3·4	3·0
Coorg	9,787	8,921	+866	422	194	+228	10,209	9,115	+1,094	6·7	5·6
Delhi	30,626	24,566	+6,060	2,456	2 259	+197	33,082	26,825	+6,257	6·7	5·5
Ajmer-Merwara	13,724	12,273	+1,451	4,166	4,991	—825	17,890	17,264	+626	3·6	3·3
Baluchistan	5,846	5,473	+373	2,717	3,322	—605	8,563	8,795	—232	2·0	2·1
Bangalore	13,915	13,385	+530	800	947	—147	14,715	14,332	+383	12·1	12·0
Minor Administered Areas	18,111	17,245	+866	1,189	1,694	—505	19,300	18,939	+361	8·4	8·2
India	11,160,156	10,529,350	+630,806	615,066	628,146	—13,080	11,775,222	11,157,496	+617,726	4·8	4·5

* Figures for *Aden* are included under Bombay.

(iii) *Distribution of Scholars in Recognised Institutions, 1927-28.*

Province.	No. of Scholars in Institutions for Males.								No. of Scholars in Institutions for Females.						
	In Universities.*	In Arts Colleges.	In Professional Colleges.†	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.
Madras	...	12,843	2,260	142,697	26,779	2,095,329	23,030	2,302,943	421	49	12,770	5,319	260,779	4,263	283,601
Bombay‡	52	7,033	2,526	72,044	23,078	880,497	19,419	1,004,649	...	...	10,688	3,320	141,909	2,012	157,929
Bengal	1,679	20,514	5,547	244,120	158,342	1,498,052	125,914	2,054,168	306	43	10,887	8,683	370,814	1,777	392,510
United Provinces	4,137	6,006	3,227	64,156	81,129	1,099,328	25,339	1,283,322	13	6	5,070	21,920	57,478	878	85,485
Punjab	15	9,728	1,846	116,298	435,845	389,521	101,325	1,054,577	93	32	5,890	17,342	68,529	2,105	93,991
Burma	1,575	111	40	43,853	132,413	230,967	17,390	426,349	...	...	6,543	13,626	31,105	818	52,092
Bihar and Orissa‡	...	3,576	960	41,150	68,848	898,471	17,729	1,030,734	7	...	892	3,874	66,291	673	71,737
Central Provinces and Berar.	...	1,557	456	5,237	92,168	277,266	2,188	378,922	...	...	186	5,898	22,338	594	29,016
Assam	...	1,032	80	16,153	34,167	217,934	5,732	275,098	...	...	1,220	3,262	15,878	83	20,443
North West Frontier Province.	...	426	20	10,341	19,625	32,575	125	63,112	...	..	123	2,612	4,699	35	7,469
Coorg	...	...	..	691	...	8,178	12	8,881	...	...	208	...	698	...	906
Delhi	104	1,109	...	4,368	5,221	12,883	1,597	25,282	42	70	575	1,674	2,942	41	5,344
Ajmer-Merwara	...	148	...	2,774	990	7,602	177	11,691	..	...	207	184	1,633	9	2,033
Baluchistan	...	...	...	1,686	1,343	1,792	13	4,834	...	...	...	819	193	...	1,012
Bangalore	...	229	...	2,101	1,790	4,553	91	8,764	318	...	958	1,056	2,765	54	5,151
Minor Administered Areas.	...	315	...	4,208	1,551	6,720	490	13,284	...	...	710	822	3,250	45	4,827
India	7,562	64,632	16,962	771,927	1,083,281	7,661,667	340,571	9,946,610	1,320	200	56,927	90,411	1,051,301	13,387	1,213,546

* In unitary teaching universities or teaching departments of other universities (including departments for professional teaching).

† Scholars reading in professional departments of teaching universities are included under "Universities".

‡ Figures for *Aden* are included under Bombay.

(iv) *Expenditure on Education, 1927-28.*

Province.	Total Expenditure on Education.			Percentage of Expenditure from				Average Annual Cost Per Scholar to				
	1928.	1927.	Increase (+) or Decrease(—)	Government Funds.	District Board and Municipal Funds	Fees.	Other Sources.	Government Funds.	District Board and Municipal Funds.	Fees.	Other Sources.	TOTAL COST.
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Madras	4,78,91,181	4,52,72,432	+26,18,749	46·7	13·5	18·8	21·0	8 10 6	2 8 3	3 7 11	3 14 4	18 9 0
Bombay*	3,91,11,628	3,82,63,286	+8,48,342	51·3	17·6	17·7	13·4	17 4 5	5 14 8	5 15 0	4 8 2	33 10 3
Bengal	4,14,72,735	3,97,76,068	+16,96,667	36·1	6·1	41·2	16·6	6 1 7	1 0 0	6 14 5	2 12 10	16 12 10
United Provinces	3,54,06,431	3,37,79,166	+16,27,265	58·0	12·8	15·0	14·2	14 15 10	3 5 2	3 13 10	3 11 0	25 13 10
Punjab	3,02,10,555	2,87,65,763	+14,44,792	56·3	14·0	18·7	11·0	14 12 11	3 10 10	4 14 9	2 14 4	26 4 10
Burma	2,18,44,339	1,93,83,804	+24,60,535	52·6	17·2	15·8	14·4	24 0 1	7 14 0	7 3 7	6 8 8	45 10 6
Bihar and Orissa	1,86,66,725	1,77,42,059	+9,24,666	37·7	30·0	19·3	13·0	6 6 1	5 1 4	3 4 4	2 3 2	16 14 11
Central Provinces and Berar	1,11,38,879	1,13,63,933	—2,25,054	59·1	21·6	11·7	7·6	16 2 5	5 14 3	3 3 0	2 1 2	27 4 10
Assam	47,12,122	43,84,150	+3,27,972	58·3	12·3	15 5	13·9	9 4 10	2 0 0	2 6 5	2 3 2	15 14 5
North-West Frontier Province	24,12,151	20,76,785	+3,35,366	66·2	11·6	8·8	13·4	23 12 6	4 2 5	3 3 1	4 13 1	35 15 1
Coorg	2,30,400	2,24,953	+5,447	58·7	20·6	17·7	3·0	13 13 4	4 13 5	4 2 6	0 11—5	23 8 8
Delhi	19,35,780	17,05,549	+2,30,231	49·5	12·9	16·7	20·9	31 4 4	8 2 2	10 8 11	13 3 11	63 3 4
Ajmer-Merwara	6,51,764	6,32,906	+18,858	48·0	7·7	23·4	20·9	22 12 6	3 11 2	11 1 3	9 14 11	47 7 10
Baluchistan	4,72,593	4,79,216	—6,623	59·6	13·6	16·3	10·5	48 0 8	10 15 10	13 3 6	8 9 1	80 13 1
Bangalore	8,77,281	8,30,364	+46,917	38·7	5·8	33·3	22·2	29 6 7	4 6 9	25 8 1	16 15 4	76 4 9
Minor Administered Areas	12,44,255	11,67,138	+77,117	20·8	11·1	27·5	40·6	14 4 5	7 9 5	18 14 9	27 14 7	68 11 2
INDIA	25,82,78,819	24,58,47,572	+1,24,31,247	49·0	14·7	21·1	15·2	11 5 7	3 6 4	4 14 1	3 8 3	23 2 3

* Figures for *Aden* are included under Bombay.

University.	Type.	Date of Foundation.	Faculties.*	No. of Members of Teaching Staff.		No. of Students.		No. of Students who graduated in Arts and Science.	Remarks.
				In University Departments.	In Affiliated Colleges.†	In University Departments.	In Affiliated Colleges†		
1	2	3	4	5	6	7	8	9	10
1. Calcutta . .	Affiliating and Teaching.	1857	A., Sc., L., M., Eng.	303	1,168	1,720	27,390	2,104	The University also awards degrees in Commerce and Teaching (Education).
2. Bombay .	Affiliating and Teaching.	1857	A., Sc., L., M. .	4	527	63	11,119	1,005	The University also awards degrees in Commerce, Teaching (Education), Agriculture and Engineering. It was reconstituted in 1928.
3. Madras .	Affiliating and Teaching.	1857	A., Sc., Ed., L., M., Eng., Ag., F. A., Com.	22	965	92	16,930	2,120	The University also awards titles and degrees in Oriental Learning and a diploma in Economics. It was reconstituted in 1923.
4. Punjab .	Affiliating and Teaching.	1882	O., A., Sc., M., L., Ag., Com.	60	765	16	12,679	957	Faculty of Arts includes Teaching (Education). The figure in Col. 7 represents research scholars only and excludes Honours school students enrolled in affiliated colleges.
5. Allahabad .	Unitary .	1887	A., Sc., L., Com. .	102	..	1,300	..	255	The University was reconstituted in 1921.
6. Benares Hindu.	Unitary .	1916	A., Sc., O., Th., L.	173	..	2,192	..	181	The University also awards degrees or diplomas in Engineering and Teaching (Education).

* *Abbreviations* :—A. = *Arts*; Ag. = *Agriculture*; Com. = *Commerce*; Ed. = *Education*; Eng. = *Engineering*; F. = *Forestry*; F. A. = *Fine Arts*; L. = *Law*; M. = *Medicine*; O. = *Oriental Learning*; Sc. = *Science*; Th. = *Theology*.

N. B.—The term Affiliated Colleges in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by a University.

Statistics of Universities in India, 1927-28—contd.

University.	Type.	Date of Foundation.	Faculties.*	No. of Members of Teaching Staff.		No. of Students.		No. of Students who graduated in Arts and Science.	Remarks.
				In University Departments.	In Affiliated Colleges.†	In University Departments.	In Affiliated Colleges†		
1	2	3	4	5	6	7	8	9	10
7. Mysore‡	Teaching	1916	A., Sc., Eng., M.	147	..	1,895	..	228	The University also awards degrees in Commerce and Teaching (Education). It is located in two Centres (Mysore and Bangalore).
8. Patna	Affiliating	1917	A., Sc., Ed., L., Eng., M.	..	252	..	4,817	362	....
9. Osmania‡	Unitary	1918	A., Th., L., M.	70	24	647	163	65	Faculty of Arts includes Science. The figures in Cols. 6 and 8 are for the Intermediate Colleges recognised by the University.
10. Aligarh Muslim.	Unitary	1920	A., Sc., L., Ed., Th.	63	44	1,152	1,052	266	There are no Faculties, but there are Departments of Studies in various subjects. The figures in Cols. 6 and 8 are for the Intermediate College of the University.
11. Rangoon	Teaching	1920	A., Sc., M., Eng., F., Ed.	133	11	1,575	113	121	There are no Faculties but there are Boards of studies in various subjects The University manages an Intermediate College at Mandalay, the figures for which are given in Cols. 6 and 8.

12. Lucknow .	Unitary .	1920	A., Sc., M., L., Com., Ed., O.	105	..	1,530	29	154	The figure in Col. 8 is for the recognised colleges.
13. Dacca . .	Unitary .	1921	A., Sc., L. . .	100	8	1,473	81	170	The University also awards degrees in Commerce and Teaching (Education). The figure in Col. 7 includes 140 students of the Dacca Medical School who took their Science Course at the University. The Teachers' College, Dacca, which is a Government institution is associated with the University, and figures for it are given in Cols. 6 and 8.
14. Delhi . .	Teaching .	1922	A., Sc., L. . .	12	78	95	1,187	129	The figures in Cols. 6 and 8 are for the recognised colleges.
15. Nagpur .	Affiliating and Teaching.	1923	A., Sc., Ag., Ed., L.	5	112	304	1,453	131	....
16. Andhra .	Affiliating .	1926	A., Sc., M., Ed., O.	..	292	..	3,529	315	The figures in Cols. 6 and 8 are for both affiliated and recognised colleges.
17. Agra . .	Affiliating .	1927	A., Sc., Com., L. .	..	300	..	1,914	469	....

* *Abbreviations* :—A. = *Arts*; Ag. = *Agriculture*; Com. = *Commerce*; Ed. = *Education*; Eng. = *Engineering*; F. = *Forestry*; F. A. = *Fine Arts*; L. = *Law*; M. = *Medicine*; O. = *Oriental Learning*; Sc. = *Science*; Th. = *Theology*.

† *N. B.*—The term Affiliated Colleges in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by a University.

‡ These two Universities are situated in Indian States and are outside British India.

II. University Education.

Institutions, students and expenditure.—There were 7,562 students in the teaching departments of the Universities as against 7,053 students in the previous year. The number of arts and professional colleges decreased slightly from 309 to 307 while the number of sudents reading in them rose from 82,866 to 83,114. The total expenditure on university and collegiate education increased from Rs. 3,22,74,569 to Rs. 3,44,65,676. The statistics of Universities are given in the table on pages 7-9.

The Inter-University Board.—The Allahabad and Lucknow Universities joined the Board, which now includes representatives of all the universities in India. During the year the Board published a handbook of Indian Universities and did much useful work. It stimulated some universities to open classes in French and German. It collected and published in its annual report information of value to the universities and conducted inquiries with a view to securing as far as possible uniformity of practice, co-ordination of effort and joint action by the universities in important matters.

Agra University.—In July 1927, the external side of the Allahabad University was constituted as an affiliating university at Agra. The establishment of the new university recognises that the affiliating type of university cannot yet be abolished in the United Provinces without detriment to higher education. The University will exercise control over the standards of teaching in degree and post-graduate classes only, but the affiliated colleges will be allowed to maintain intermediate classes preparing candidates for the exminations of the Board of High School and Intermediate Education.

Aligarh Muslim University.—The demand for admission was considerably in excess of the accommodation available. Additional hostels are therefore an urgent necessity. The Government of the United Provinces gave the University a grant of Rs. 50,000 recurring for the opening of a Department of Unani Medicine. The outstanding event of the year was the appointment of a Committee of Inquiry, consisting of Sir Ibrahim Rahimtoolah as Chairman and Sir Philip Hartog and Sir George Anderson as members, by Her Highness the Begum of Bhopal, the Chancellor of the University, to examine and report on the working of the University. The inquiries of the Committee revealed grave defects, but they are all of a kind which can be remedied and the University has undertaken the work of reform with energy and determination which inspire confidence for its future.

Allahabad University.—As its external side has been reconstituted as the Agra University, the Allahabad University now functions as a unitary teaching university. The University is gaining a reputation for the amount and value of its research work especially in the Science side where the work of Dr. Saha has gained for him the high distinction of Fellowship of the

Royal Society. Physical training for students has been made compulsory.

Andhra University.—The Academic Council accepted the proposal of a resolution passed by the Senate that there should be separate courses for women alternative to the courses for men. The Syndicate has appointed a committee to give effect to the resolution. On the recommendation of the Academic Council and the Senate, the Syndicate is taking action to introduce compulsory physical training and regular medical inspection of students in all affiliated colleges.

Benares Hindu University.—The University has broken away from the traditions of Indian universities by providing advanced courses which prepare for industrial life. The diploma of the Engineering College is now recognised by employers as a guarantee of a sound training in mechanical and electrical engineering. Seth Ghanshyam Das Birla gave a donation of Rs. 50,000 towards the establishment of a Hindi Publication Board and an endowment of Rs. 50,000 for scholarships for women students. The Government of the United Provinces gave a recurring grant of Rs. 50,000 to enable the University to maintain a Department of Ayurvedic Medicine. The general financial condition of the University continued to be unsatisfactory.

Bombay University.—In 1923-24, 7,532 candidates appeared for the admission examination of the University and 4,362 passed. Of the latter 2,739 joined the first year class of colleges. The number who passed a degree examination four years later (*i.e.*, in 1927-28) was 883. These figures illustrate the statement made by the Hartog Committee that "Indian universities are burdening themselves and are allowing their constituent and affiliated colleges to burden themselves with a very large number of students who have little or no chance of completing a university course successfully". A new University Act was passed. Its chief provisions were to extend the elective principle for the composition of the various bodies of the University and to entrust the academic work to a newly constituted body, the Academic Council. The extension of the elective principle has not been an unmixed blessing as it has "brought into the University many of the evils that appear to be incidental to the elective system".

Calcutta University.—The University of Calcutta continued its work on the lines of previous years under the guidance of Mr. J. N. Sarkar, C.I.E. No decision has yet been arrived at with regard to the question of the reconstitution of the University on the basis of the recommendations of the Sadler Commission. There were 950 students in the post-graduate department.

Dacca University.—The most noteworthy event of the year was the sanction given by the Government of Bengal to the construction of a Muslim Hall at an estimated cost of over Rs. 9 lakhs. Proposals were worked out and submitted to the Government for the establishment of a Department of Botany and

Bacteriology for the purpose of introducing higher instruction in agriculture. A start has been made with the establishment of a University Training Corps which is to consist of a unit of two platoons at Dacca.

Delhi University.—The University was faced with problems of accommodation and finance. Great difficulty was experienced in housing the Law Hall and in making suitable arrangements for the teaching of practical classes in physics and chemistry. Although rigid economy was exercised, the University was, as in the previous year, faced with an excess of expenditure over income. The Government of India appointed a committee to consider (1) the allocation of a permanent site for the University buildings, their character, construction and equipment, and (2) the extent and nature of the assistance which the Governor General in Council might give to the University. Its report was under the consideration of the Government of India at the close of the year.

Lucknow University.—As a result of a policy of retrenchment and of efforts to raise subscriptions the finances of the University are in a satisfactory condition. The amount of research work to the credit of various departments of the University during the year was creditable and the scheme of extension lectures was further developed. All students are now medically examined on admission and physical training is compulsory for all undergraduates.

Madras University.—With the establishment of new departments and the re-organisation of the existing ones the activities of the University for the promotion of advanced studies and research in various branches of learning have been considerably strengthened and enlarged during the year. A scheme of compulsory medical inspection was introduced and the Senate sanctioned funds for putting into effect a scheme for compulsory physical training. The popularity of the University Training Corps is shown by the fact that the number of students who volunteered for enlistment was more than three times the required number of recruits.

Nagpur University.—Sir B. K. Bose was re-elected Vice Chancellor. The buildings were completed during the year and provide a dignified home for the University. The formation of a University Training Corps, consisting of two companies, was sanctioned by the Government of India. The government maintenance grant was reduced from Rs. 50,000 to Rs. 45,000 by a vote of the Legislative Council. "The result of the cut was that the University sports were not held and University extension lectures were not arranged during the year."

Patna University.—The most important development during the year was the opening of the Science College at Patna. The completion of this building provides Patna with modern facilities for university work in science and has set free at the Patna College accommodation which was urgently required to meet the pressing demands for admission to arts courses.

Punjab University.—The Director of Public Instruction comments forcibly on the standard of the matriculation examination which he says " requires considerable overhauling to be effective as an educational test ". The opening of government intermediate colleges has led to an increased demand for degree education at the Government College, Lahore, which had an enrolment of about 900 students in a building which was designed about 50 years ago to accommodate only 300 students. Students show an increasing tendency to proceed to the M.A. or M.Sc. degree This is said to be largely due to economic reasons as the market value of a B.A. or B.Sc. is now so low " as to offer small inducement to cease education at this stage ". The honours schools of the University continued their activities in scientific, historical and oriental research, but it is reported that the standard of physics, as a whole, is far below what it should be in a university.

Rangoon University.—The public of Burma responded magnificently to an appeal for funds for the University. The amount standing to the credit of the endowment fund at the end of the year was approximately Rs. 48 lakhs. Rapid progress was made with the buildings of the University and at the end of the year residential accommodation for 750 students was ready besides many class rooms, bungalows and administrative offices.

Indian Institute of Science.—The total expenditure of the Indian Institute of Science in 1927-28 was Rs. 5,41,093. The main sources of income were endowments (Rs. 2,82,480) and government grants—Rs. 1,50,000 from the Government of India, Rs. 50,000 from the Government of Mysore and Rs. 20,000 from the Government of Hyderabad. The total number of students was 100 and during the year 20 students obtained appointments, the majority as technical assistants in important firms. The quality of the work done at the Institute is revealed by the fact that staff and students read as many as 43 papers at the Indian Science Congress, Calcutta.

Indian students in Great Britain.—The Education Department of the office of the High Commissioner is, under the administration of Dr. Quayle, doing very valuable work on behalf of Indian students. During the year the officers of the Department interviewed 1,471 students, of whom 313 were formally under the charge of the Department. For the session 1927-28 admission to educational institutions was arranged in 338 cases out of 429 applications. The High Commissioner during the financial year 1927-28 administered £20,000 on behalf of parents and guardians who entrusted students to his charge. A satisfactory feature of the utility of the Department is that students do not merely seek its help on first arrival in England in order to obtain admission to educational institutions but now voluntarily keep in close touch with the Department throughout their period of stay and training in Great Britain. The report on the working of the Department says, " It may fairly be deduced that a good proportion of the

Indian students who come to Europe for further study have received sound instruction in their chosen subjects, and the success which attends them here is thus a tribute to the training which they have received at their Indian universities. The students who distinguish themselves are those who come here knowing exactly what they want to do; they apply themselves assiduously to their task, and having completed it return to their own homes. It is perhaps unnecessary to say that students of this type receive a ready welcome at most of the British universities, and their very successes pave the way for the admission of others ". Unfortunately this is not true of all. There are still too many unsatisfactory students—those who proceed to England with little or no idea of what they want to do and those who do not possess the necessary preliminary minimum qualifications for training at a British university. These make what is sometimes called the Indian student problem. The only remedy is for Indian parents or guardians to make the fullest possible inquiries before deciding to send their sons or wards to England. Since 1921-22, when education became a transferred subject, the number of Government scholars in England has increased from 85 to 195. The large increase in the number of the scholars reflects the efforts made by the provincial governments to provide for the development of education.

(*a*) *Number of University Graduates and Undergraduates.*

Province.	Year.	Number of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Madras	1916-17	1 243	184	16	15	107	...	...	...	9,625	259	30	...	...	11,479
	1921-22	1,176	340	44	15	256	...	...	...	8,425	381	144	...	...	10,781
	1926-27	1,027	283	45	23	172	...	20	...	11,566	527	152	...	115	13,941
	1927-28	2,020	313	54	13	261	...	19	...	15.919	629	24"	728	...	20,196
Bombay	1916-17	673	158	78	47	32	26	30	.	4,702	614	189	...	305	6,884
	1921-22	775	303	132	35	29	31	46	...	4,478	1,349	174	...	315	7,667
	1926-27	1,150	286	215	65	43	57	29	...	6,743	1,210	303	...	398	10,497
	1927-28	927	398	176	70	42	57	41	...	6,690	573	305	...	406	9,685
Bengal	1916-17	2 233	488	125	6	50	...	.	.	17,866	984	78	...	...	21,830
	1921-22	2,726	504	148	12	86	...	...		16,851	1,667	63	...	257	22,314
	1926-27	2,243	786	263	27	109	61	...	...	24 382	(*a*)	(*a*)	...	46	27,917
	1927-28	2,536	591	198	38	132	55	...	...	21,200	(*b*)478	208	...	42	25,478
United Provinces	1916-17	675	649	51	..	35	...	11	...	4,537	137	..	...	37	6,132
	1921-22	995	416	44	...	108	..	5	...	4,803	314	94	199	475	7,453
	1926-27	1,664	769	37	81	125	97	..		3,685	221	223	316	184	7,492
	1927 28	1,803	769	32	62	149	90	13	6	3,833	367	205	308	323	7,965
Punjab	1916-17	612	69	16	...	40	..	..	...	1,362	76	...	625	...	2,800
	1921-22	745	199	56	...	43	...	14	1	4,147	377	...	96	222	5,900
	1926-27	894	176	44	...	69	...	30	...	7,037	555	...	...	160	8,965
	1927-28	981	197	45	...	80	...	16	...	7,575	531	...	...	231	9,656

(*a*) Information not available. (*b*) Excludes figures of the Calcutta Medical College.

(a) *Number of University Graduates and Undergraduates*—concld.

Province.	Year.	Number of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Burma	1916-17	53	...	...	...	...	...	...	...	682	...	...	...	..	735
	1921-22	69	17	...	...	...	...	...	...	214	...	...	...	144	444
	1926-27	92	19	...	...	...	...	...	...	1,254	65	41	...	8	1,479
	1927-28	125	25	...	...		...	...		1,420	68	22	...	11	1,701
Bihar and Orissa	1916-17	232	25	...	...	6	...	...	...	2,534	...	...	...	...	2,797
	1921-22	265	72	...	...	16	...	...	...	2,252	...	...	...	15	2,620
	1926-27	357	228	6	...	30	...	...	...	3,511	153	71	...	...	4,356
	1927-28	400	257	18	...	6	...	...	...	3,656	186	97	...	...	4,620
Central Provinces and Berar	1916-17	118	145	...	...	23	...	...	...	993	...	...	...	...	1,279
	1921-22	77	87	...	...	24	...	.	...	597	...	...	...	...	785
	1926-27	165	55	...	...	22		...	...	1,192	...	...	...	37	1,471
	1927-28	159	96	...	...	20	...	5	...	1,290	...	...	...	59	1,629
Assam	1916-17	50	3	...	...	...	...	.	...	740	...	...	...	...	793
	1921-22	119	8	...	...	...	...	...	...	839	...	...	...	...	966
	1926-27	82	20	...	...	..	...		...	1,040	...	...	...	...	1,142
	1927-28	103	15	...	...	...	...	...	...	1,029	...	...	...	...	1,147
Delhi	1916-17	27	...	...	...	...	...	.	...	118	...	...	.	...	145
	1921-22	75		...	...	...	...	...	...	556	85	...	...	...	716
	1926-27	130	49	...	...	...	...	...	...	1,140	...	...	...	...	1,319
	1927-28	112	51	...	...	...	...	...	...	1,143	...	...	...	...	1,306
Other Minor Administrations.	1916-17	18	1	...	...	1	...	...	...	199	...	...	...	...	219
	1921-22	24	...	...	..	...	...	...	...	249	...	...	...	...	273
	1926-27	53	1	2	...	...	...	...	...	500	...	...	...	...	586
	1927-28	123	1	1	...	15	...	...	..	533	...	...	...	...	673
Total of all Provinces	1916-17	5,431	1,722	286	68	294	26	41	...	43,358	2,100	297	625	342	55,093
	1921-22	6,006	1,946	424	62	562	31	65	1	43,411	4,173	475	295	1,428	58,879
	1926-27	7,887	2,672	613	196	570	215	79	...	62,050	2,731	790	316	946	79,065
	1927-28	9,289	2,713	524	183	705	202	94	6	64,293	2,832	1,107	1,036	1,072	84,056

(b) *Number of Undergraduates in institutions controlled by Provincial Boards of Education in 1927.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a)1,102	...	...	1,102
United Provinces	3,853	...	638	4,491
Ajmer-Merwar (controlled by the U. P. Board)	89	...	...	89

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(C).—Results of Examinations in Arts

Nature of Examination	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allahabad	Lucknow.	Benares Hindu.	Agra.
Matriculation.									
Number of candidates	66	...	(a)8,171	15,370	...	...	...	341	...
,, passes	14	...	(a)3,177	10,266	...	...	...	187	...
Percentage of passes	21·2	...	(a)38·88	66·9	...	...	...	54·8	...
Intermediate Arts.									
Number of candidates	(c)7,344	(c 2,644	1,708	3,666	...	...	...	216	...
,, passes	(c)2,632	(c)811	737	1,861	...	...	...	143	...
Percentage of passes	(c)35·8	(c)30·7	43·14	50·8	...	...	...	66·2	...
Intermediate Science.									
Number of candidates	(e)	...	940	3,647	...	...	...	155	...
,, passes	(e)	...	502	1,962	...	...	...	82	..
Percentage of passes	(e)	...	53·40	54·03	...	...	...	52·9	...
Bachelor of Arts (Honours).									
Number of candidates	213	...	433	519	49	...	16	10	...
,, passes	170	...	347	395	30	...	14	3	
Percentage of passes	79·8	...	80·13	76·1	61·2	...	87·5	30·0	...
Bachelor of Arts (Pass).									
Number of candidates	(d)	1,017	681	2,871	130	240	180	207	453
,, passes	1,941	380	280	1,102	(f)62	173	106	121	240
Percentage of passes	...	37·4	41·11	38·6	47·7	73 0	59·88	58·0	52·9
Bachelor of Science (Honours).									
Number of candidates	(b)	...	...	252	34	9	9	8	...
,, passes		...	...	169	17	(f,8	8	3	...
Percentage of passes		...	...	67·06	50·0	88 9	88·88	37·5	...
Bachelor of Science (Pass).									
Number of candidates	...	...	361	969	93	110	35	92	116
,, passes	...	...	220	408	(f)61	76	22	60	101
Percentage of passes	...	...	60 94	42·1	65·6	69·1	62·86	64·0	87·07
Master of Arts.									
Number of candidates	97	...	91	395	59	71	48	42	101
,, passes	50	...	61	282	51	53	48	39	93
Percentage of passes	51·6	...	67·03	71·3	86·4	74·7	100	92·8	92·08
Master of Science.									
Number of candidates	(b)	...	22	215	20	35	24	19	22
,, passes		...	19	116	16	32	24	16	21
Percentage of passes		...	86·36	53·9	80·0	94·0	100	84·0	95·5

(a) The Bombay University does not hold a Matriculation Examination. A school leaving examination
(b) No
(c) Includes figures for
(d) The number cannot be stated as the candidates may at their
(e) Figure included undes
(f) Includes Honours students securing Pas

and Science of Indian Universities.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania.	Total.	Nature of Examination.
									Matriculation.
365	14,570	...	...	3,889	...	...	649	43,421	Number of candidates.
196	8,030	...	...	1,513	...	...	185	23,568	,, passes.
53·6	55·1	...	...	38·9	...	...	28·5	54·28	Percentage af passes.
									Intermediate Arts.
547	1,912	256	(c. 554	1,152	265	...	196	20,480	Number of candidates.
318	916	155	(c) 216	425	154	...	104	8,472	,, passes.
58·1	47·9	60·5	(c) 38·99	36·9	58·1	...	53·1	41·37	Percentage of passes
									Intermediate Science.
208	1,243	138	(e)	415	191	...	...	6,937	Number of candidates.
100	503	65	(e)	161	113	...	...	3,488	,, passes.
48·0	40·5	47·1	(e	38·8	59·2	...	...	50·28	Percentage of passes.
									Bachelor of Arts (Honours).
3	320	41	18	118	...	...	...	1,740	Number of candidates.
3	117	30	15	50	...	...	...	1,174	,, passes.
100	36·6	73·2	83·3	42·2	...	...	...	67·47	Percentage of passes.
									Bachelor of Arts (Pass).
274	1,441	151	100	812	221	(d)	168	8,946	Number of candidates.
216	677	75	68	343	91	154	65	6,094	,, passes
78·8	47·0	49·6	68·0	42·2	41·1	...	38·7	68·12	Percentage of passes.
									Bachelor of Science (Honours).
...	30	3	19	9	...	...	...	378	Number of candidates.
...	13	1	13	4	...	...	...	236	,, passes
...	43·3	33·3	68·42	44·4	...	...	...	63·27	Percentage of passes.
									Bachelor of Science (Pass).
68	177	49	50	91	65	(d)	...	2,276	Number of candidates.
34	91	27	25	33	40	74	...	1,272	,, passes.
50·0	51·4	55·1	50·0	36·3	61·5	...	...	55·89	Percentage of passes.
									Master of Arts.
103	155	31	1	64	27	32	6	1,323	Number of candidates.
59	72	16	1	44	22	21	4	916	,, passes.
57·2	46·5	51·6	100	68·9	81·4	65·6	66·7	69·24	Percentage of passes.
									Master of Science.
9	47	...	3	10	8	...	...	434	Number of candidates.
5	39	...	3	6	6	...	...	303	,, passes.
55·5	83·0	...	100	60·0	75·0	...	...	69·82	Percentage of passes.

is held by special Board constituted jointly by the University and Government.
examination.
Intermediate Science.
option take the examination as a whole or appear by parts separately.
Intermediate Arts.
Degree.

(d) Results of examinations conducted by Provincial Boards of Education, 1928.

Nature of Examination.	Madras S. S. L. C. Board	Dacca Intermediate and Secondary Board.	United Provinces High School and Intermediate Board.	Burma English and A. V. and Secondary Board.	Central Provinces High School Board.	Hyderabad (Deccan) H. S. L. C. Board.
High School or Leaving certificate.						
Number of candidates .	6,226	340	7,030	2,226	1,474	433
,, passes . .	2,133	254	3,900	831	686	257
Percentage of passes .	34·3	74·7	55·5	37·3	46 54	59·4
Intermediate Arts.						
Number of candidates .	...	(a)296	(c)2,361	...	...	...
,, passes . .	...	129	(c)1,310	...	...	...
Percentage of passes .	...	43·6	55·5	...	...	...
Intermediate Science.						
Number of candidates .	...	(b)178	81	...	...	...
,, passes . .	...	97	12	...	...	...
Percentage of passes .	...	54·5	38·7	...	...	...

(a) Excludes 57 candidates (of whom 33 passed) in Intermediate examination in Islamic studies.
(b) Excludes 34 and 25 candidates in Intermediate examination in dyeing and in commerce, respectively, of whom 11 passed in each subject.
(c) Includes figures for Intermediate Science in the United Provinces.

III. Secondary Education.

Statistics.—The number of secondary schools increased from 11,338 to 11,991 and the number of scholars reading in them from 1,854,067 to 2,002,554. The total expenditure on secondary education rose from Rs. 6,79,76,249 to Rs. 7,22,31,893. Towards the increase of 148,487 scholars the Punjab contributed 63,173. This large increase is a result of the policy adopted in the Punjab of raising primary schools to the lower middle school level and includes many pupils who previously were classed as " primary ". The advance of vernacular secondary education in the Punjab leads to the hope that, if the financial situation does not become increasingly more stringent, the lower middle school may become the elementary school of the province in a few years.

Intermediate colleges.—The only two provinces which have attempted to adopt whole-heartedly the recommendations of the Calcutta University Commission regarding the establishment of intermediate colleges are the United Provinces and the Punjab. In the United Provinces the opposition to intermediate colleges has almost died down with the establishment of the Agra University. There are now 20 of these colleges, excluding the intermediate classes in degree colleges. The initial handicap of lack of funds under which they started has been the cause of disappointment to their supporters and of premature condemnation by the opponents of the system. The improvements now being effected will enable these colleges to play an increasingly important part in the development of an efficient system of higher education. In the Punjab also there are 20 of these colleges. They are well distributed throughout the province and have served a two-fold purpose; they have made intermediate education both popular and economical and have lessened the strain on the intermediate classes in the Lahore colleges.

High schools.—Some high schools are good and many are bad; the majority are indifferent. The Bombay report says that the student of a high school " is generally not trained to think or do anything for himself " and that " a large proportion of those who pass the matriculation examination are unfit for higher studies ". In Bengal " the condition of secondary education continues unsatisfactory ". The Punjab is reported to be " behind the times " in anglo-vernacular education owing mainly to the low standard of the matriculation examination. In Burma, out of the 2,000 candidates who appeared at the anglo-vernacular high school examination only 710 passed and of these only 400 were considered by the University to be fit for matriculation. The report of the Central Provinces complains of " the lack of driving power and the lack of thoroughness on the part of teachers " and says, " Many teachers seem unable to exact an adequate amount of individual work from pupils. They do their oral class teaching and then leave the pupils to work or not to work as they please ". But the better schools are striving to improve methods of teaching.

In the Punjab " masters are experimenting more than they used to, and there is a feeling abroad that teaching must be made more interesting and that the outlook of pupils must be broadened ". In some Bombay schools good work has been done in the teaching of English by the direct method. In Bengal and Assam the Dalton plan is said to be working successfully in some schools. In the United Provinces " a hopeful sign is that managers and headmasters have become alive to the necessity of libraries well equipped with modern books ". One of the chief weaknesses of the high school is the laxity with which pupils are promoted from class to class. In the North-West Frontier Province and in two divisions of the Punjab an attempt is made to meet this evil by an external examination at the end of the middle section. In Bihar and Orissa and in Assam pupils who attend English middle schools have to pass a public examination before they can be admitted to high schools. In both provinces the Education Department advocate the extension of the examination to high schools on the grounds that it " will have a very desirable effect in raising the general standard of the upper classes of high schools and in stopping at the middle stage those boys who are obviously wasting time and energy in further study in a high school ".

Teachers.—There are many good teachers who are a credit to the profession but the average standard of professional ability is not high. The Bombay report says, " The non-government schools are largely staffed by temporary men with little knowledge of the art of teaching and with little interest in their work ". This is too sweeping a statement to apply generally but the conditions of service in many non-government schools are such that the teachers become discontented and disheartened. The Punjab report says, " Most of our inspectors quote cases of hardship in the lot of teachers employed in private schools. Occasionally their salaries are not paid for months on end; salaries are not incremental; there is no real security of tenure ". In aided schools in the United Provinces favouritism, low rates of pay and lack of future prospects are said to be the chief reasons for the low proportion of trained men on the staff. In Bihar and Orissa it is reported that " the managing committees of private schools continue at times to appoint teachers for reasons other than their academic qualifications or teaching ability ".

Discipline.—It has been said that the Indian school-boy is docile and easily amenable to discipline. The result is that discipline is at its best of the passive sort and is dependent too much on the personality of the headmaster and the freedom allowed to him in matters of school administration. There are indications, however, that the spread of the boy-scout movement, better organisation of games and physical training and the inclusion in the curriculum of subjects with a non-literary bias are tending slowly to create an active sense of discipline among scholars. Bombay has abandoned direct moral instruction, because it is now " generally considered that decent behaviour and right conduct can be more suitably taught by

example and by words of advice as the occasion arises ". Managing bodies and teachers do not always set a good example. In the Punjab the rivalry between schools in the same locality has led managers and masters to resort to " the most undignified means of attracting pupils " which must necessarily react upon the discipline of schools. In the United Provinces " while discipline among scholars (of middle vernacular schools) has been reported to be satisfactory in all divisions, reports from three divisions mention a general decline in discipline among teachers; all three of them attribute the deterioration in discipline to favouritism and patronage of individual teachers by chairmen or members of the boards ".

Hostels.—Hostel life, by its regularity of meals, study, exercise and general habits provides a valuable disciplinary training. The Punjab report says that parents do not take full advantage of hostels mainly because of pecuniary considerations. But the hostels are unattractive. " Life in them is dreary and there is insufficient contact between the superintendent and his pupils. The importance of appointing a superintendent of influence and striking personality has not been grasped in the past." In the Bombay Presidency government hostels are only about half full, chiefly because of an increase in the number of communal hostels and of the existence in some towns of private " hotels " which owe their popularity to their cheapness and to their immunity from control. In the United Provinces the majority of non-government institutions " have no hostels of their own and the boarders live in rented or borrowed buildings, ill-ventilated, insanitary and situated in congested parts of the town ".

Physical training.—In most provinces increased attention is being given to physical training. In the Punjab a special course has been instituted at the Central Training College for physical training supervisors. These supervisors are mostly graduates and trained teachers. They will be posted to intermediate colleges and training institutions but will also conduct courses for drill instructors and village school masters in their neighbourhood. In the United Provinces a beginning towards a better organisation of physical education has been made by the appointment of a Superintendent of Physical Training at the Training College, Allahabad, and two State scholars have been sent for training to the College of Physical Training and Hygiene, Dunfermline, Scotland. In the Central Provinces the appointment of a Superintendent of Physical Education was made during the year. Both in Madras and Bombay special committees have been appointed to inquire into the physical training of scholars. In Bombay a noticeable development is a tendency in favour of indigenous games. The Education Department of Burma propose to train two Burmese graduates at the Y. M. C. A. School of Physical Education at Madras and to appoint them on the completion of their training as assistant directors of physical training.

Medical inspection.—Several provinces are experimenting with schemes of medical inspection of schools. The main defects of systems of medical inspection in India are that inspection is not followed up sufficiently by treatment and parents do not co-operate. In the United Provinces " almost all the medical officers complain of the apathy of parents in the matter of the health of their children. Their advice to parents for the medical treatment of the pupils is generally disregarded ". In the Central Provinces " defects are brought to the notice of guardians and proper remedies are suggested " but " unfortunately it is difficult to induce guardians to co-operate in the matter ". In the Punjab the organisation of the system of medical inspection has been improved but it is reported that the following up of the inspection by treatment often leaves much to be desired. " Parents are sometimes not anxious for their children to have the treatment, and in some cases the hospital authorities find the handling of the large number of school boys troublesome." The medical inspection of pupils in Assam is reported to be " somewhat cursory ". In Burma medical inspection is compulsory in all government schools. A few medical officers have reported that parents are beginning to realise the value of such inspection and are getting their children properly treated. One medical officer arranged for parents to be present at the time of inspection and so succeeded in enlisting their interest and co-operation.

Medium of instruction.—The movement for making the vernacular languages the media of instruction and examination in high school classes is spreading. In Madras, nineteen schools, against nine in the previous year, used the vernacular as the medium of instruction and examination in the higher forms. In Bombay the University now allows candidates the option of answering in the vernaculars the papers in the classical Indian languages and in history. It is reported that in consequence students have made better progress in these subjects. The Board of Intermediate and Secondary Education, Dacca, has made a similar concession in history and geography. Inspectors in the United Provinces have reported a deterioration in the knowledge of English on the part of scholars and " the use of a strange mixture of English and vernacular which passes for Hindustani in the class rooms ". The only remedy for deterioration in the standard of English is the appointment of well qualified teachers of English. The " strange mixture " will probably continue to be used as the vernacular medium until suitable text books in the vernaculars become available.

Manual training.—The introduction of manual training in the curriculum of secondary schools is to be welcomed as counteracting their literary character. In Bengal many high and middle English schools under private management are said to have added to their curriculum courses of instruction in metal work, carpentry, weaving and agriculture. In the Central Provinces there were seventeen centres for manual training and in Bihar and Orissa there

were twelve. In the Punjab the subject is most popular in the Ambala division where about 4,000 pupils attend the manual training centres every week. But many parents and teachers take a wrong view of the subject; they regard it as vocational in purpose whereas its aim is to develop skill of hand and eye, especially in boys who do not take readily to book-learning, and to train them to persistent effort; although the subject also tends to predispose boys to industrial life. In the United Provinces the teaching of the subject has been extended to vernacular middle schools.

Agriculture in vernacular secondary schools.—In the Punjab there are seven farms attached to high schools and 136 farms and gardens attached to vernacular middle schools. These farms and gardens are intended primarily to keep village boys in touch with manual work on the land, to afford facilities for instruction in the practice of agriculture, in the use of agricultural implements and in the growing of crops. Incidentally the farms may be used also to demonstrate to pupils and their parents the value of improved methods of agriculture and of better varieties of seeds. In the United Provinces there are 28 agricultural classes attached to vernacular middle schools. These were not popular in the beginning. The reasons were distaste of high caste pupils for manual occupations and the preference of clever boys for ' soft jobs ' as teachers or clerks. But initial difficulties are being overcome and, although it is premature to pronounce judgment, the scheme promises to be successful. In the Bombay Presidency 64 vernacular upper primary schools (which correspond to vernacular middle schools in other provinces) adopted an " agricultural bias " curriculum which included courses in field work and in village carpentry and smithy. The main object of these schools is to provide a form of education which will fit boys for village life. They are reported to be very successful.

English in vernacular secondary schools.—One of the objects of introducing agriculture in vernacular secondary schools is to keep educated country boys on the land. The introduction of English in these schools is having an opposite effect in the Bombay Presidency, where it is reported that " a boy who has studied English is not prepared to work on the land ". In the Central Provinces the increasing tendency for pupils to use middle vernacular schools which teach English as avenues of approach to high schools has given rise to grave anxiety. In Bihar and Orissa some district boards have converted their middle vernacular schools into middle English schools. This is unfortunate as the training given in the middle English school is based on urban not rural requirements. The report of the United Provinces, in which the number of English classes in middle vernacular schools has increased during the year from 74 to 113, says, " There is not a sufficient supply of trained English teachers to meet the demands of the boards. The pay offered is too meagre to obtain and retain the services of competent trained teachers of English, who are mostly city bred men and are reluctant to work in the small towns in which

middle vernacular schools are located. It is therefore not surprising that the quality of teaching in English should be generally unsatisfactory. But in some schools, where trained teachers are employed, the quality of teaching in English is superior to that in many anglo-vernacular schools ". In the Punjab it is reported that the standard of the teaching of English, as judged by examination results, in middle vernacular schools compares favourably with that in anglo-vernacular schools.

IV. Primary Education (Boys).

Statistics.—The number of primary schools for boys increased by 5,982 and the number of pupils attending them by 371,121. The largest increases of pupils were in Madras (108,684), Bengal (98,517) and the United Provinces (60,876). Including boys in the primary departments of secondary schools the increase of pupils receiving primary education in Bengal amounted to 107,664. In referring to this increase the Director of Public Instruction says, " This large increase of nearly 7 per cent. in a single year would appear to indicate that the masses are at last beginning to take a real interest in the education of their children. If immediate action is now taken both by passing the Primary Education Bill as well as by intensive propaganda, it would not be at all unreasonable to look forward to the enforcement of compulsory education throughout Bengal within the next ten years ". The only province in which there was a decrease in the number of pupils was the Punjab, where the enrolment in primary schools was 3,667 less than in the previous year. The decrease in the Punjab figures is due to the conversion of 404 primary schools into lower middle schools; the boys in the primary classes of the schools thus converted are classed as secondary school boys.

Administration.—Increased control by local bodies over primary education has in some provinces led to deterioration. In Bombay the control of primary education has been transferred almost entirely to local boards. Such evidence as is available shows that since the transfer there has been a considerable decline in the efficiency of primary education. The report from Bihar and Orissa says that some local bodies are reluctant to carry out government instructions on educational matters and " instances have occurred of the appointment of teachers for reasons other than their educational qualifications and of their transfer as a reward or punishment in a connexion other than educational ". In the Central Provinces " members of local authorities and school committees have, generally speaking, taken little interest in education ". On the other hand in Madras there is evidence of public spirit; panchayats have found from their own resources funds for new buildings, for extra remuneration for teachers and for additional equipment for schools. The hopes of Bengal were centred on the new Bill, which aimed at transferring all the powers of District Boards in the matter of primary education

to school boards which were to have the power of levying a cess for education. Unfortunately this Bill has not yet been passed. In the United Provinces a Bill transferring the powers of district boards to Education Committees was passed.

Duration of school life.—All provincial reports refer to the concentration of children in the lower classes of schools. A measure of the resulting waste of educational effort is obtained by comparing the number of pupils reading in any class with the number of pupils who read in the next lower class in the previous year. The following table gives the facts:—

Class.	* Number of pupils in 1926-27.	* Number of pupils in 1927-28.	Wastage.
I	5,281,964	5,406,913	...
II	1,639,053	1,858,236	3,423,728
III	1,131,626	1,243,619	395,434
IV	767,921	803,155	328,471
Total .	8,820,564	9,311,923	...

* These figures are for both boys' and girls' schools; separate figures for boys schools are not available.

This table shows that out of nearly 5,300,000 pupils reading in class I in 1926-27, less than 1,900,000 were reading in class II in 1927-28; out of nearly 1,640,000 pupils reading in class II in 1926-27 less than 1,250,000 were reading in class III in 1927-28; out of nearly 1,130,000 pupils reading in class III in 1926-27, about 800,000 were reading in class IV in 1927-28. The wastage is not quite as large as the figures would appear to indicate, as the enrolment of class I includes not only the pupils who are expecting promotion in the month succeeding the collection of the statistics but also the pupils who have only recently been admitted to the schools. But the figures show that there is much waste of money and effort on elementary education in India. Improved methods of teaching in infant classes, the regulation of admissions into classes at fixed times in the year and the combination, wherever possible, of small schools with only one teacher into central schools with two or more teachers will help greatly to promote a flow of pupils to the higher classes. but no remedy short of compulsion will enable the majority of schools to hold their pupils to the end of the primary stage.

Compulsory education.—The following table shows the number of municipal and rural areas in each province in which compulsion has been introduced:—

Province.	Acts.	Areas under "Compulsion."	
		Municipal and Urban Areas.	District Board and Rural Areas.
Madras	Elementary Education Act, 1920.	23	5
Bombay	Primary Education (District Municipalities) Act, 1918.	4	...
	City of Bombay Primary Education Act, 1920.	1	...
	Primary Education Act, 1923	2	...
Bengal	Primary Education Act, 1919	1	...
United Provinces	Primary Education Act, 1919	29	...
	District Boards Primary Education Act, 1926.	...	...
Punjab	Primary Education Act, 1919	55	1,633*
Bihar and Orissa	Primary Education Act, 1919	1	4
Central Provinces and Berar.	Primary Education Act, 1920	4	162
Assam	Primary Education Act, 1925	...	...
Delhi	(Punjab Act applied—1925)	1	2
	Total	121	1,806

NOTE.—This table does not include areas for which schemes of compulsory primary education are under consideration or have been sanctioned but not yet introduced. It includes, on the other hand, areas in which such schemes have been partially introduced.

* Individual school areas.

The Punjab has set an example to other provinces in the application of compulsion to rural areas and at the end of the year there were 1,633 rural school areas under compulsion. But the Director says, "This is, however, by no means a sufficiently satisfactory advance and the distribution of compulsory areas is also still very uneven; but fortunately some of the backward districts seem to have realised the great importance of compulsion and are forging ahead with great alacrity. If for nothing

else, at least for preventing the serious wastage in the progress of children from the infant class to the end of the primary school course a much more rapid expansion of primary education is an urgent necessity ". Compulsory education schemes are not always successful in practice. In the Central Provinces some boards applied the Act so leniently that prosecutions were not undertaken, with the result that attendance in schools within the compulsory area actually declined and in Bihar and Orissa some local authorities are reported " to have undertaken the task somewhat lightly ". Burma now seems to be falling into line with other provinces in the matter of compulsion. The Director says, " It is too often assumed that no measure for compulsory education is worth trying until schools and children can be provided for all the children in the country. A much less ambitious measure would check the wastage. A Bill which would empower Local Education Authorities, including Deputy Commissioners in backward areas, to enforce school attendance in the areas served by the schools and would also encourage its enforcement in wider areas, when funds are available, was drafted during the year under report and is under the consideration of Government ". On the other hand the Assam report says, " It is a waste of time and money to introduce compulsion while we are still so far short of meeting existing demands, unless by the introduction of the element of compulsion we imply that the local bodies will raise funds by a general education cess to enable them to satisfy those demands. The opening of new schools compulsorily and the compulsion of more pupils to attend them can well await the day when the existing schools, recognised and venture, are fully staffed and equipped ".

Teachers.—The report of the United Provinces mentions " irregularity in attendance and unpunctuality of the teachers and their frequent transfers, especially during elections " as some of the causes of inefficiency of primary schools. The report of the Central Provinces comments on " the growing tendency on the part of teachers to seize the opportunity of local elections to secure their own advancement ", and says that this tendency is now showing itself " by way of some teachers allying themselves with one or other of the parties that comprise local bodies ". In the Assam Valley Division of Assam schools are understaffed; it appears from the figures that there are teachers attempting to cope single-handed with 70 or 80 children. In the Punjab it has not been possible to keep pace with the ever increasing demand for more trained men owing chiefly to the " somewhat indiscriminate multiplication of branch schools in recent years ". The Burma report strikes a more cheerful note by referring to many teachers' conferences which have been held by inspectors and deputy inspectors up and down the country. The largest was held at Rangoon; it was attended by " not less than 500 people " and lasted four days. The report of the United Provinces also refers to teachers' conferences at which the inspector or the assist-

ant inspector gives model lessons and holds discussions on methods of teaching and on school management.

Buildings.—In every province the provision of buildings for new schools is a serious financial problem. The local boards have not got the necessary funds for the purpose and although large grants have been given in some provinces by Government these are quite inadequate. In the Punjab about half the district board primary schools are without suitable buildings of their own. Schools under private management are generally miserably housed; this is true also of a large number of municipal board schools. In Assam " the expenditure during the year on village school buildings and equipment was totally inadequate ". The United Provinces report says, " Mention was made in the last report of the deplorable state of primary school buildings. Inspectors' reports reveal no marked improvement in the state of affairs since the year ". The boards have not in all cases used to good advantage the grants which they have received from Government for school buildings. In the Central Provinces, buildings " too hot for summer and too weak for storms " have been erected and " a large proportion of the allotment goes as profits to the contractors ". In Bihar and Orissa, " materials have been bought in many cases and are lying at site, but either no contractor has been found to make use of them or the co-operation of the villagers and the small contribution in land and money required of them are wanting ". On the other hand it is reported from Assam that the immigrant Muhammadans " spend ungrudgingly and lavishly on buildings " and that the Kacharis " are very forward in constructing decent buildings ". In the Bombay Presidency Sir Purshottamdas Thakordas gave a sum of Rs. 71,000 for school buildings. The funds are controlled by a central committee composed of the inspector, a representative of the district board and two nominees of Sir Purshottamdas. The building is in each case constructed by a local committee composed of three persons appointed from among the people of the village. The work is carried out according to a plan supplied by the central committee. An essential feature of the scheme is that the villagers shall contribute at least one-third of the cost in each case. The scheme is reported to be very successful.

Adult schools.—The Punjab continues to show by far the largest figures for these schools, namely, 3,338 schools with 90,834 pupils. " The number of adults who pass the literacy test every year is steadily increasing. Another pleasing feature is the fact that adult schools for women are also now springing up in various districts." In the United Provinces some progress in adult education is being made with the co-operation of the Registrar of Co-operative Societies, who says, " As a result of the experience gained from the working of some adult schools for about a year we realise that these institutions must be developed not so much as schools but as educative clubs or young men's institutions; they have to become the centres of the communal life of the villages . . . . .

Our first need is to have capable teachers . . . . The next important factor is constant supervision . . . The great thing to avoid is to let our enthusiasm run away with us and keep on starting schools which we are not able to look after adequately ". In Bihar and Orissa there were 739 night schools with 15,741 pupils. " In many districts less than half the pupils are adults and some of them should be attending day schools and the general opinion is that as at present conducted they are unpopular and unsuccessful." In Bengal there were 228 continuation schools with 6,047 pupils but only some of these schools were for adults. In Assam there are 111 night schools which are said to be doing good work " although they are run under very disadvantageous circumstances with regard to light and accommodation ".

V. The Education of Girls.

Enrolment.—The number of recognised institutions for girls rose from 28,001 to 30,003 and their enrolment from 1,118,547 to 1,213,546. Of the total of 1,213,546 pupils in girls' schools 46,855 were boys while 733,199 girls were reading in boys schools. Thus the total number of girls reading in recognised institutions was 1,899,890, representing an increase of 158,279 over the total for the previous year. This increase was made up of 101,563 girls reading in girls' schools and 56,716 girls reading in boys' schools. The total number of girls in all kinds of institutions, both recognised and unrecognised, was 1,996,445—about 1·7 per cent. of the female population as against 1·5 per cent. in the previous year. The corresponding figure for boys is 7·7 per cent.

Of the total of 1,899,890 girls reading in recognised institutions 1,681,414 were reading in primary schools. The following figures give the enrolment of girls in the first four classes of primary departments of schools.

	No. of girls.
Class I	1,215,822
Class II	313,813
Class III	169,184
Class IV	85,522

These figures show that many girls leave school before they have acquired education of any permanent value. The enrolment of girls in high school classes increased by about 1,600 and in intermediate and degree classes by only 819. But it is a striking fact that as many as 70 Indian women (including 21 State scholars) were studying in England during the academic year 1927-28. The High Commissioner reported that tributes to their keenness and enthusiasm were constantly being received.

Co-education.—The following table illustrates the extent of co-education in various institutions:—

Institutions.	No. of boys in girls' institutions.	No. of girls in boys' institutions.
Arts and Professional colleges	...	931
High schools	4,976	10,825
Middle schools	7,269	53,089
Primary schools	34,360	664,473
Special schools	250	3,881
Total .	46,855	733,199
Unrecognised institutions	5,649	32,992
Grand Total .	52,504	766,191

The percentage of girls reading in boys' schools to the total number of girls under instruction was 38·37 as against 38·50 in the preceding year. In the Central Provinces, a sum of Rs. 4,874 was distributed as bonuses to masters in boys' schools for encouraging the attendance of girls and this system is reported to be proving successful. In Burma, most schools are co-educational though public opinion seems on the whole to favour separation of the sexes above the primary stage.

Committees on girls' education.—An all-India Women's Conference on education was held at Delhi and the needs of all parts of India as regards girls' education and higher education for women were discussed. The evil effect of child marriage on girls' education was much emphasised.

The increasing interest taken in girls' education is shown by the efforts now being made by some provinces to overhaul their systems of girls education. In the United Provinces a committee which met in 1927 made recommendations regarding:—

(1) the principles on which grants should be given to municipal and district boards for the expansion of girls' education,

(2) the opening of additional schools for girls,

(3) the extension of facilities for the recruitment and training of teachers in girls' schools,

(4) the improvement of girls' education generally.

In the Central Provinces a committee was appointed by Government to review the whole field of primary and secondary education for girls. The following were the main recommendations:—

(1) A non-official publicity organisation should be set up at Nagpur with subsidiary committees at district headquarters and in municipalities to overcome the apathy of the public and to create a demand for girls' education;

(2) The responsibility for opening new vernacular schools for girls should be transferred from Government to local authorities, who will receive grants-in-aid from Government;

(3) The curricula of primary and middle schools for girls should be revised, the subjects being divided into three classes—compulsory subjects, optional subjects and extra subjects for study but not for examination;

(4) Recommendations for an increase in the number of scholarships for girls and for improvement in the pay of teachers in girls' schools.

In Madras an investigation was made into the number of centres with a population of 2,000 and above which had no girls' schools. Government accepted the policy of providing these centres with schools. As a first instalment they sanctioned the opening of 500 new elementary schools involving an annual recurring expenditure of Rs. 1,74,288.

Women teachers.—In some provinces the position regarding the supply of teachers for girls' schools is improving. In the Bombay Presidency " not only is there an adequate supply of qualified teachers but it would be possible to augment very largely the number of trained teachers had not a restriction been imposed for economic reasons on the output of training institutions ". In the Punjab the number of applicants for admission to the normal school for women was twice the number of vacancies. In Bihar and Orissa the pay of women teachers in training classes and secondary schools has been increased in order to attract a sufficient number of trained women teachers to these institutions.

Buildings.—In most provinces the education of girls is hampered because of the unsatisfactory manner in which girls' schools are housed. In the Bombay Presidency " very few schools are provided with buildings of their own while a large number of schools meet in unsuitable rented buildings which are often badly lighted and ill-ventilated ". In the Punjab " very few girls' primary and middle schools have buildings of their own and those rented or lent are very inconvenient " and " in town schools hundreds of children are crowded into space which would be comfortable for fifty at most ". The Inspectress of Girls' Schools, North-West Frontier Province, says " I cannot emphasise too strongly the necessity for providing suitable buildings for the girls.

They need them far more than the boys. The latter have opportunities for fresh air and exercise which the girls shut up in zenanas never get. At present when the girls come to school they move from one zenana to another ".

Local bodies and girls' education.—From several provinces come complaints of the apathy of local bodies, especially district boards, towards girls' education. In the Punjab " the attitude of local bodies is so ungenerous to girls' education that rather than undergo all the trouble needed to secure the grants-in-aid recommended by Inspectresses, schools prefer to carry on without them as best they can " and " the needs of girls' schools are pushed aside " in some districts because the boards think they have done their duty when they have spent ten per cent. of their income on education for boys. In the United Provinces " in some districts the work is well organised but many boards have no sense of responsibility for girls' education " and it is reported that teachers who hold the vernacular teachers' certificate often find difficulty in getting posts as the boards either cannot or will not pay the salaries to which their higher qualifications entitle them. In Bihar and Orissa it is reported that some of the local boards are very dilatory in paying women teachers.

Zenana education.—In Bengal, there were 54 zenana governesses who taught 1,304 pupils by means of house-to-house visits and by central gatherings. It is reported that constant changes of centres and pupils militate against any real progress. A scheme, based on the Parents' National Union scheme of education in England was tried as an experimental measure at Dacca but it did not prove a success. In Bihar and Orissa, the number of peripatetic teachers fell from 24 to 23 and the number of their pupils from 455 to 438. On the other hand, there was an encouraging increase in the number of *atus** and their pupils, *viz.*, from 30 and 412 to 35 and 860. The three zenana classes at Sylhet in Assam continued their work, though the number of their pupils fell from 131 to 123.

Inspection.—If girls' education is to progress thorough supervision is essential in order to encourage teachers who have not the stimulus of contact with the outer world and to give guidance and help to those whose own knowledge is usually pitifully inadequate. In most provinces there is need for an increase in the number of inspectresses. In the United Provinces each inspectress supervises on an average 130 schools. It is impossible for her to pay even a brief visit to all these in a year. The inspectresses are in most provinces the pioneers of girls' education. Thus in the North-West Frontier Province it is reported that the satisfactory progress made in girls' education is due to the personality and enthusiasm of the Inspectress. It is essential to increase the staff of inspectresses if full advantage is to be taken of the growing public interest in girls' education.

* Indigenous lady teachers.

VI. Professional and Technical Education.

(a) *The Training of Teachers.*

Statistics.—The number of students under training on March 31, 1928, was 29,841 as compared with 27,531 in the previous year. The details are given in the table below:—

	Number of Students under Training.			
	In Training Colleges.		In Normal and Training Schools.	
	1927.	1928.	1927.	1928.
Men	1,125	1,157	21,352	23,227
Women	132	141	4,922	5,316
Total .	1,257	1,298	26,274	28,543

Teachers for Anglo-Vernacular Boys' Schools.—In some provinces the facilities for the training of teachers for anglo-vernacular schools are inadequate. In Bengal the Government maintain two training colleges for the training of secondary school teachers, one at Calcutta and the other at Dacca. The total enrolment was 133. In view of the fact that only 4,157 out of 22,703 teachers in the secondary schools of Bengal are trained there is obviously need of additional facilities there for the training of teachers in secondary schools. Assam has no training college for secondary school teachers. In the United Provinces there is a shortage of trained undergraduates. On the other hand in the Punjab the supply of trained teachers for secondary schools now exceeds the demand. The quality of graduates applying for admission to training colleges is improving. The Punjab report says, "It is sometimes stated that the teaching profession is the last resort of the mediocre, but such a statement is not borne out by an examination of the academical attainments of students now applying for admission to the Central Training College". The Principal reports that "thirteen students with the M.A. degree, three with the M.Sc. degree and several with very high classes in the B.A. and B.Sc. examinations were admitted". As regards the Training College, Allahabad, the United Provinces report says, "Of recent years candidates with superior academic qualifications have been attracted to the college; of the number admitted in 1927, 14 were M.A.'s or M.Sc.'s; one was a first class B.Sc. and 17 were second class B.A.'s or B.Sc.'s" At the Dacca Training College the staff have been doing useful research work. They contributed five papers to the Indian Science Congress and are conducting experiments on the teaching of English

speech and writing and collecting materials with a view to introducing improved methods in the teaching of Sanskrit and Bengali. In Bombay, " it has been recognised, as an ideal at least, that the Secondary Training College exists not only to train teachers but also to undertake experiments into educational problems ". That more has not been done in this direction in the past is due partly to the fact that the staff have little time for experimental work and partly to lack of funds. But some experimenal work on the teaching of mathematics has been done and in order to make modern methods of education more widely known the staff have undertaken the publication of a series of pamphlets on methods of teaching and school management.

Teachers for Vernacular Boys' Schools.—In all provinces considerable attention is given to the problem of training teachers for vernacular schools. But for lack of funds progress is slow. In Assam the opening of additional training classes is "one of the most urgent educational requirements of the province ". But even if additional facilities for training were provided it is doubtful whether teachers would take full advantage of them unless the pay of trained teachers is improved. The Director of Public Instruction, Burma, says that more and better vernacular normal schools are required. Meanwhile most vernacular teachers continue to get from elementary training classes " a training which is inferior but much better than none ". In the North-West Frontier Province " the cry of the inspecting officers for more efficient teachers continues ". In Bombay Presidency the need for a separate institution situated in a rural area for the training of teachers for rural schools has long been recognised as one of the chief needs of the presidency, but " for various reasons it has hitherto not been found possible to satisfy the need ". In Bihar and Orissa the scheme for the reorganization of elementary training schools " is hanging fire for financial reasons; mainly on this ground, too, it has met with some opposition, but inspectors consider the present training to be unsatisfactory and urge that the new scheme be brought into operation at an early date so that the quality of the teaching in primary schools may improve ". It is not easy to devise a system of training vernacular teachers which is within the financial resources of the provinces and also efficient. In the United Provinces an attempt to meet the need on economical and efficient lines is being made by the establishment of " central training schools ". These prepare candidates, after a one year's course of training, for the primary teachers' certificate examination. Each training school has an enrolment of 32 students. The staff consists of a trained undergraduate headmaster (in government service) and trained vernacular teachers selected by the inspector and lent by the district board. Government bear all the recurring charges of these central training schools. There are at present seven of them, but the expansion of compulsory education will necessitate the opening of at least 40 more. In the Punjab the system whereby vernacular training classes were attached to high schools has not proved a success. The Inspector of Training Institutions says that the system has

resulted in a dissipation of energy and is educationally unsound as " it places the future village school master in a very uncongenial atmosphere ". The view is now generally held that the training units should be detached from high schools and concentrated to form normal schools. The Director of Public Instruction, Central Provinces, says, " Enough has not been done to train students to a sense of their future responsibilities as leaders of thought and pioneers of progress in village communities. The ideal of service to the community should be set before all normal school students so that when they become teachers they can assist or take the lead in all movements to make villagers happier and more prosperous ". Similar views are stressed in the Punjab report which says, " The teacher has to play a diverse rôle to-day. His school is to be looked upon as a centre of enlightenment for the village peasantry and he is to be regarded as their community leader and friendly guide ". Accordingly the pupil teachers of some training institutions have not only been lecturing to villagers on laws of sanitation, health, benefits of co-operation, advantages of scientific farming, etc., but have also opened adult schools and " have even swept village streets and cleaned and cleared the drains ". This is all to the good provided the training institutions do not neglect their main task of imparting to students instruction in methods of teaching and school organization.

Teachers for Girls' Schools.—In most provinces the supply of well-qualified women for the teaching profession is much short of the demand although the position is improving. There is need especially of more Hindu and Muhammadan teachers. There are, however, social and economic influences at work which give some ground for hope that before long well-educated Hindu and Muhammadan girls may take to the teaching profession. In large towns Hindus are gradually freeing themselves from the purdah system and both Hindus and Muhammadans are beginning to recognise the advantages which the teaching profession offers to women. As prejudices die the supply of women teachers for the expansion of girls' high school education will increase and the expansion of high school education will in turn increase the supply of teachers. In the United Provinces there is a training department for women graduates attached to the Isabella Thoburn College, Lucknow, but the enrolment at present is small, partly because there are few recruits available and partly because the demand is limited. On the other hand the demand for admission to the three normal schools for girls exceeds the vacancies and there is pressing need for the opening of at least two more normal schools. In the Punjab a training college for women teachers is required " to provide better qualified mistresses and teachers of domestic science, games mistresses, art and music mistresses and fully trained kindergarten teachers, so that all schools may gradually be able to employ an efficient staff ". As in the United Provinces a hopeful sign is that the number of applicants for admission to vernacular training institutions exceeds the number of vacancies. The Government of the Punjab are over-

coming the difficulty of getting girls to come from villages to the towns for training by starting in rural areas government middle schools with a small training class attached. In the North-West Frontier Province a Government Normal School for Women was opened in June 1927. The students are of varying degrees of attainment "speaking diverse tongues". But all are keen to learn. The number of applications for admission is larger than was anticipated and it is reported that "there are many teachers employed in village schools who are anxious to be trained". The following figures show the annual output of trained women teachers in the various provinces.

Province.	Output of trained women teachers for	
	Anglo-vernacular schools.	Vernacular schools.
Madras	193	795
Bombay	6	262
Bengal	23	74
United Provinces	22	90
Punjab	19	191
Burma	3	109
Bihar and Orissa	...	83
Central Provinces and Berar	...	64
Assam	...	15
North West Frontier Province	...	14
Delhi	...	7
Ajmer-Merwara	...	7
Bangalore	6	42
Administered Areas	...	56
INDIA	272	1,809

(b) *Other Professional and Technical Institutions.*

The majority of professional and technical institutions, other than those for the training of teachers, are not under the control of provincial departments of education. The information furnished in provincial educational reports regarding these institutions is

therefore incomplete and is mainly statistical. The following table summarises this information:—

Types of Institutions.	1927.		1928.	
	Institutions	Scholars.	Institutions.	Scholars.
Law colleges and schools .	15	8,213	16	7,732
Medical colleges and schools .	42	9,607	42	9,168
Engineering colleges and schools	17	3,644	18	4,283
Agricultural colleges and schools	22	1,336	21	1,528
Commercial colleges and schools	158	8,221	160	9,150
Forest colleges . . .	2	129	2	138
Veterinary colleges. . .	3	330	3	378
Technical and Industrial schools	450	24,537	473	26,141
Schools of Art . . .	11	1,964	11	2,094
Total (India) .	720	57,981	746	60,612

VII. Education of Europeans and Anglo-Indians.

Statistics.—The following table gives the figures for European schools in India:—

	No. of Institutions.	No of Scholars.	Total Expenditure.
			Rs.
For males	168	25,093	42,87,343
For females	245	29,027	39,38,217
Total .	413	54,120	1,50,3[illegible],944*

* Inclusive of Rs. 68,05,284 spent on inspection, buildings and miscellaneous objects

Of the 54,120 scholars in European schools, 10,555 were non-Europeans. The total number of European scholars, including those reading in institutions other than European schools, was 47,533. They were distributed as follows:—

	Males.	Females.
In arts colleges	307	164
In professional colleges . . .	135	112
In secondary and primary schools .	22,822	22,447
In special schools	732	814
Total .	23,996	23,537
	47,533	

The percentage of European and Anglo-Indian scholars to population was 18·36.

The majority of European schools are efficient. All the large schools are boarding schools and are therefore expensive. The following figures give the percentage of expenditure from public funds to total expenditure:—

Province.	Percentage of expenditure on European education borne by public funds.
Madras	35·4
Bombay	33·7
Bengal	26·6
United Provinces	40·4
Punjab	55·4
Burma	27·3
Bihar and Orissa	32·0
Central Provinces and Berar	29·5
Assam	18·1
North-West Frontier Province	37·8
Delhi	49·0
Ajmer-Merwara	20·3
Baluchistan	38·8
Bangalore	32·9
Administered Areas	26·7
India	33·6

A criticism frequently made is that the domiciled European and Anglo-Indian community cease their education at the end of the secondary school stage. As the Bombay report says, " The neglect by Europeans of the examinations of the Indian universities results in their being greatly handicapped in securing employment." Even when they proceed to the University they do not always do as well as might be expected. The Burma Director says, " Anglo-Indians come to our colleges with a distinct advantage as regards familiarity with English; they find things easy at first, but fail later when application is necessary. The recent records of several pupils who came up with brilliant records have been disappointing ". On the other hand, the Bengal report is optimistic and speaks of a movement in favour of university education. " This movement ", says the Inspector of European Schools, " is undoubtedly due to the extended recognition granted by the Calcutta University to the Cambridge Certificate Examination; and it has been further stimulated by the demand for a university degree from those who propose entering the Civil Services. There is every indication that a new direction has been given to the higher studies of Anglo-Indians and that university qualifications will be more largely sought after than was the case in the past ". This movement deserves every encouragement. The Punjab report also strikes a hopeful note and refers to proposals for providing facilities for the higher education of the domiciled community at the Royal

Military School, Sanawar, and the Bishop Cotton School, Simla, in addition to the existing facilities at the Lawrence School at Ghora Gali. In the United Provinces there are four European Intermediate colleges which prepare boys for admission to the degree classes of universities. It has been alleged that the Cambridge Local examinations cut European schools off from the main system of Indian higher education. But it is possible, as in Bengal, the United Provinces and the Punjab, to link up the European school system with the Indian University system. Provincial examinations for European schools have not proved a success. In the Central Provinces the departmental examinations have been abolished in favour of the Cambridge examinations. The Education Department of the Punjab appointed a committee to investigate the relation of the departmental examinations to the Cambridge examinations. The committee has recommended the substitution of the Cambridge certificate examination for the departmental high school examination " but in order to guarantee that pupils receive a broad foundation of learning, certain subjects will be made compulsory ". Science and manual training are neglected in European boys' schools, but domestic science has a prominent place in many girls' schools. In Bengal and Burma girls have done better than boys in public examinations. " The boys are worse taught ", says the Burma report, " for Anglo-Indian men rarely take to teaching and do not consider preliminary training necessary ". An important development in Madras has been the amalgamation of three schools—the Bishop Corrie High School, the Doveton Boys High School and the St. Mark's School, Georgetown.

VIII. Education of Muhammadans.

Statistics.—The number of Muhammadan scholars in various institutions during 1927 and 1928 was as follows:—

Institutions.	Number of Muhammadan Scholars on March 31.			
	* 1927.	1928.		
		Males.	Females.	Total.
Arts Colleges†	8,456	8,448	35	8,483
Professional Colleges†	2,331	2,344	9	2,353
Secondary and Primary Schools	2,437,373	2,166,798	439,846	2,606,644
Special Schools	141,676	156,771	1,325	158,096
Unrecognised Institutions	231,273	168,281	76,735	235,016
Total	2,821,109	2,502,642	507,950	3,010,592
Percentage to population	4·7	8·0	1·8	5·0

* Separate figures for male and female scholars are not available for the year 1926-27.
† Students in teaching departments of the universities are shown under colleges.

These figures show satisfactory progress. In 1922-23 the number of Muhammadan scholars was 2·1 millions. Thus within a period of six years the number of Muhammadan scholars has increased by nearly one million and the percentage to population has consequently been raised from 3·6 to 5·0. This is a notable achievement. It is also significant that the percentage of Muhammadan scholars to population was 8·0 in the case of boys and 1·8 in the case of girls whereas the corresponding figures for scholars of all communities taken together were 7·7 and 1·66 respectively. The majority of Muhammadan pupils, however, are reading in the elementary classes and the community is still backward in higher education. As remarked by the Director in Bengal, " action is obviously necessary in the direction of encouraging Muhammadan boys to remain on at school in the top four classes of high schools, so that more Muhammadans may be available year after year for passing on to increase the all too small number of Muslim students in colleges ".

Provincial Developments.—In *Madras*, as a result of the recommendations of a committee appointed to report on Moplah education, compulsory education for Moplah pupils has been introduced in several areas and two junior deputy inspectors were appointed during the year, in addition to the special assistant to the district educational officer, Malabar, to supervise Moplah education. In the *Bombay Presidency* Muhammadans are now taking more advantage than formerly of the facilities provided for higher and secondary education. They are assisted to do so by a liberal provision of scholarships provided by Government and from private sources and by special concessions. In government secondary schools 15 per cent. of the places are reserved for Muhammadans and 22½ per cent. of the Muhammadan pupils in each school are given free education. But the Director says that Muhammadan pupils are handicapped by their late start in education, which is due to the fact that it is a common practice for Muhammadan boys to attend a Quran school before they begin their secular education. In Sind there has been in recent years a great awakening amongst Muhammadans and the community are now making earnest efforts to recover the ground they have lost. As a result of the increased prosperity which is expected to follow the completion of the Sukkur Barrage there will probably be a demand for boys with a secondary education. The Director thinks that for Muhammadan boys especially there will be openings because it may be said of Muhammadans that " a knowledge of English does not necessarily make a man disinclined for manual labour ". The aloofness of Muhammadans from the general scheme of secular education has for many years been one of the most serious obstacles to the educational progress of *Bengal*. The Board of Secondary Education, Dacca, has set itself to bring the Madrasahs within the general educational system by devising courses which will combine general training with special Islamic subjects and the Quran schools are gradually adopting a secular curriculum. In the Calcutta

Madrasah a revised course of studies, involving additional staff, scholarships and stipends has been introduced. In secondary schools Muhammadan pupils enjoy special concessions—reservation of places in government and aided schools, the grant of special scholarships and stipends and free studentships to the extent of fifteen per cent. of the enrolment of Muhammadan boys. The Dacca University received some generous donations for the grant of scholarships and stipends to students of the Muslim Hall. In the *Punjab* the total number of Muhammadan pupils exceeds the combined total for Hindus and Sikhs by over 20,000. But the advantage has been won in the primary stage of education; at the high school and university stages Muhammadans are behind Hindus. The facilities provided in the Punjab for English education in rural areas by the introduction of optional English in vernacular schools has been a boon to Muhammadan agriculturists, the majority of whom cannot afford to send their children to high schools. In the *United Provinces*, maktabs enjoy popularity " because they offer religious instruction and provide a living to local maulvies ". But Islamia schools are making no progress partly because of the apathy of district boards and partly because of their inferiority to ordinary schools. The need for a greater infusion of Muhammadan teachers in the staff employed by district board is emphasised in the United Provinces report, which says, " The boards will be hastening the advent of the desirable consummation of an ordinary mixed primary school for all classes of the community if they put forth special efforts to obtain and appoint a larger proportion of Muslim teachers in their schools ". In the *North-West Frontier Province* a programme for the expansion of education in the tribal territories has been fomulated. It aims at doubling the present expenditure in five years and includes provision for raising the anglo-vernacular middle school at Parachinar to the high school stage " in fulfilment of a promise made to the local inhabitants by the late Lord Minto " in 1908. The benefits of education are being appreciated even in outlying districts of the Frontier and it is interesting to note that in the Islamia College and collegiate school at Peshawar there are as many as 36 students who came from over the border. The Principal of the Islamia College says that the needs of the college are many and urgent for " the college is now like a growing youth whose clothes have become too small for him ". In *Bihar and Orissa* the question of improving the finances of madrasahs by charging fees was considered. The decision was left to the managing committees and " it is significant that some of these favoured the practice on the ground that it would result in parents sending their children to school more regularly ". In *Assam* good progress was made; the percentage increase of Muhammadan pupils during the year was 15·9 as against 9·8 for all pupils.

Language Problems.—There has been a great development in the use of Urdu by the Muhammadan community in the *Bombay Presidency* during the last fifteen years. The development has been

purposive and is a symptom of the strengthening of the Islamic spirit throughout the community. The local vernacular is commonly used, especially in Gujarat, by many of the Muhammadans who have chosen that their children should be educated through the medium of Urdu. Urdu is popular, partly because it is written in the Persian script and partly because the ideas contained in the text books which are written in the local vernacular do not appeal to Muhammadans. On the other hand there can be no doubt that Muhammadan pupils are handicapped by the necessity imposed on them of learning two vernaculars. In Burma there are similar difficulties. The mother tongue of the Muhammadan population in Burma is Burmese but Muhammadans have demanded instruction also in Urdu. Directions were issued during the year that the teaching of Burmese should be compulsory wherever Burmese is the mother tongue. The retention of Urdu as a second language for Muhammadan children is demanded by the community on the ground that their religious books are written in Urdu. The Director says, " The production of Muhammadan religious books in Burmese may help, and wealthy Muhammadans could hardly find a better means of serving their religion and enlightening their community. The problem is still far from solved, but the Muhammadan has made a great stride if he has begun to realize the prime necessity of using the mother tongue as the main medium of instruction ".

IX. Education of the Depressed Classes.

Statistics.—The number of depressed class pupils under instruction in the seven major provinces was as follows:—

Province.	Number of pupils on March 31.		Increase or Decrease.
	1927.	1928.	
Madras	273,926	292,540	+18,614
Bombay	60,260	61,650	+1,490
Bengal	344,179	367,910	+23,731
United Provinces	94,669	104,181	+9,512
Punjab	19,502	26,731	+7,229
Bihar ond Orissa	25,006	25,608	+602
Central Provinces and Berar	34,531	40,848	+6,317
Total	852,073	919,568	+67,495

There are no depressed classes in Burma, while in Assam it is not possible to distinguish these classes from the aboriginal and hill

tribes. Figures for minor provinces and administered areas are not readily available. The increase of 7·9 per cent. in the number of pupils compares favourably with the percentage (5·5) for pupils of all communities taken together. But the number of depressed class pupils under instruction in 1927-28 was only three per cent. of the population, as against 4·76 per cent. for pupils of all communities.

The education of the depressed classes has received special attention in all the provinces. In *Madras*, the policy that all publicly managed schools should be accessible to the depressed classes has been continued and, in 1927-28, 111 schools held in *agraharams, chavadies*, etc., from which the depressed class children were excluded, were removed to places accessible to them. One hundred and twenty-eight schools located in private rented buildings were also removed to suitable ones and 55 schools were constructed during the year in places accessible to the depressed classes. Of 16,419 schools under public management, 14,287 are accessible to the children of depressed classes, while in 6,421 such children are admitted freely. The total number of Adi-Dravida and Adi-Andhra scholars in ordinary pubilc schools rose from 228,511 to 241,682, *i.e.*, by 5·75 per cent. The Madras Labour Department has continued its activities in providing special facilities for the spread of education among the depressed classes. The number of elementary schools, including night schools, started by this Department in the sixteen districts where the labour staff is working was 1,178 up to the end of the year under report. The Department also maintains hostels and awards boarding grants to pupils and stipends for teachers in training. During the year, 610 educational, 110 industrial and 10 commercial scholarships were granted to pupils of the depressed classes. In the *Bombay Presidency* there were 555 special primary schools for depressed classes, with 19,262 pupils in them. The Director supports the view that the maintenance of special schools is not in the interests of the community, as being calculated to stereotype and perpetuate the conditions of untouchability from which the depressed classes are seeking to escape, but he is not in favour of closing all the special schools immediately. He, however, thinks that by securing the attendance of depressed class children in the ordinary schools " not only is the prejudice against them gradually diminished but by their receiving education with the more advanced castes they will be more likely to progress ". Among the backward classes in *Bengal*, the Mahishyas, Namasudras and Pods appear to be making steady progress in education. Non-official bodies—missionary societies, the Hindu Relief Society, the Society for the Improvement of Backward Classes and the Boards of Sonthal Education—are doing excellent work in maintaining and aiding schools for the depressed classes and aboriginès. In the *United Provinces* the number of special institutions for depressed classes and their enrolment increased from 814 and 22,926 respectively to 869 and 27,020 respectively. The majority of pupils, however, were receiving instruction in the ordinary schools. On the recommendation of a committee appointed to enquire into and

report on the state of primary education of boys of educationally backward communities, which submitted its report early in 1927, additions have been made to the district board education rules to the effect that in areas occupied by members of the depressed classes the board should establish boards' ordinary primary schools in preference to establishing special schools exclusively for these classes, that the board may appoint a supervisor for depressed class schools, provided that he is fit for the post and belongs to the depressed classes, and that in boards' primary and aided schools established in areas in which these classes are resident the teachers should, as far as possible, be drawn from the depressed classes. Towards the close of the year, an officer was placed on special duty in the *Punjab* to examine the problem and submit definite proposals and suggestions for the consideration of Government. Meanwhile special measures have been taken for the encouragement of education amongst the depressed classes, as a result of which the number of pupils in all kinds of educational institutions has increased from 8,042 in 1923 to 26,731 in 1928. This large increase has occurred mainly in ordinary schools. Members of the depressed community possessing the requisite qualifications are now freely admitted to normal schools. During the year, six members of the depressed community were trained as junior vernacular teachers and two as senior vernacular teachers. In *Bihar and Orissa*, the number of special schools for untouchables and their enrolment increased from 222 and 5,633 respectively to 233 and 5,989 respectively. While it is said that caste prejudice is gradually breaking down in the Orissa division as a whole, " it is still strong in some parts, boys of the untouchable castes having to sit apart in many of the ordinary schools and outside the school altogether when it is held in a private *baithaka* or temple ". But Government have taken special measures to help the depressed classes. They have appointed temporarily a special inspecting staff consisting of one senior and two junior officers to stimulate education amongst these classes. In the *Central Provinces* the total number of pupils belonging to the depressed classes increased by 171 only. In the Nerbudda circle the number who complete the primary course is small, " owing to the apathy of parents, need for earning money, lazy habits of mind and body and neglect by teachers ". The last factor operates powerfully to discourage attendance; we are told that " there are still many schools where boys are seated separately from other pupils; sometimes they are not given anything to sit on while others sit on tatpatties ". Conditions are much better in the Nagpur circle where " the children of these classes sit and mix freely with those of other castes ". The general impression which the provincial reports give is that there are economic, social, political and religious influences at work making for the uplift of the depressed classes. There are indications that they are becoming conscious of the value of their services to the community and consequently have rights which they can assert. Social reformers, from humanitarian motives, are at work among them. Political organisations now make the uplift of

the depressed classes a plank in their programmes and religious bodies are striving to bring these classes within their fold. With all these influences at work there is good hope for the future.

X. Miscellaneous.

Education in legislative bodies.—Both the central and provincial legislatures continued to evince a keen interest in all matters relating to education. In *Madras*, a resolution was moved recommending that " independent medical practitioners be appointed to teach physiology and hygiene and to take charge of medical inspection and physical training in all schools and colleges maintained by Government and local bodies " but it was withdrawn on the Minister giving an assurance that the matter would be investigated by the Director of Public Instruction. The Legislative Council of *Bengal* accepted a resolution to the effect that steps should be taken " to approach the Government of India for securing the proceeds of the export duty on jute for the province of Bengal to be utilized for the purpose of agriculture and sanitary improvement and free compulsory primary education in the province ". Another resolution asked that the budget provision for direct grants to non-government secondary schools for Europeans and Anglo-Indians should be refused, but it was withdrawn. In the *United Provinces*, the attitude of the Council was one of vigilant sympathy. Among the important matters raised by members during the debates were girls' education and grants to the Benares Hindu and Aligarh Muslim Universities. The Government promised to give a high place to girls' education in the list of educational demands and to consider the possibility of making additional grants to the two universities. Other matters brought under criticism or review were university and intermediate education. The attitude of the *Punjab* Council also has been encouraging towards education in general and that of girls in particular. In regard to the latter, a resolution was passed to the effect that all additional funds available for education should be spent on girls' schools. In *Bihār and Orissa*, three resolutions concerning educational matters were discussed. One of these, recommending Government to take steps to make arrangements for the military training of students of all secondary schools, was adopted but Government were unable to accept it. The other two resolutions were withdrawn: one of them related to a revision of courses of study and to the curtailment of the period of school education, while the other recommended that no restrictions should be imposed on local bodies as regards the number of upper primary schools to be maintained by them. It is reported from *Bombay* that " education bulks larger than any other subject in the questions asked in the Legislative Council " but that these questions were " mostly of petty, personal and local importance ". In February 1928, a resolution to the effect that directions be issued to all provincial Governments to provide special facilities for the education of the untouchables and other depressed classes was accepted by the Legislative Assembly.

The Chiefs' Colleges.—There are five chiefs' colleges for the sons and relatives of Indian princes and noblemen. They are conducted on English public school lines. Their enrolment during the year was as follows:—

Mayo College, Ajmer	108
Aitchison College, Lahore	110
Daly College, Indore	69
Rajkumar College, Rajkot	44
Rajkumar College, Raipur	50
	381

These colleges prepare candidates mainly for the Diploma Examination of the Government of India. Of the 22 candidates who appeared at the examination, sixteen passed, five of whom obtained " distinction " marks in one or more subjects. The Mayo College also prepares candidates for the Higher Diploma Examination. The total number of boys in the post-diploma classes was ten. Five candidates appeared for the Higher Diploma Examination of whom four were successful.

Boy Scouts and Girl Guides.—All provinces report a rapid expansion of the boy scout movement during the year. The *Punjab* report says that it " is probable that this great institution is the most powerful influence for good in our schools "; *Bombay* says that the scouts are " the pioneers of social work in Ahmedabad " and rendered valuable assistance to the Gujarat flood relief committee; *Madras* reports that " scouting has spread to every corner of the province and there is enthusiasm for the movement throughout the presidency "; in the *North-West Frontier Province* there was great keenness and the movement was extended to vernacular schools; in the *United Provinces* " a marked feature during the year was the success of the training camps and the enthusiasm of the teachers who attended them "; in *Burma* proposals for the extension of scouting to villages were adopted and financed by Government; in the *Central Provinces* an excellent building was constructed from voluntary subscriptions to serve as the headquarters of the Jubbulpore scouts; in *Bihar and Orissa* " good work, including social service at *melas*, is being done "; in *Bengal* " the movement continues to gain in populairty ". But there is a tendency to sacrifice quality to quantity. Thus the Burma Director says, " Too many of our troops have existed mainly to wear scouting uniform and turn out for occasional jamborees or entertainments—scouting in Burma will satisfy or disappoint its supporters in proportion to its success in providing boys with a constant ideal of conduct and with regular occupations and interests "; in the Punjab it is reported that " mere display is given undue prominence "; in Bihar and Orissa " difficulty has been experienced in keeping the true scout spirit alive ". These defects are due to the dearth of well-trained scoutmasters.

The girl guide movement is progressing, especially in Madras and the United Provinces. In the latter province Government have helped the Girl Guides Association with a recurring grant of Rs. 5,000 per annum. The Association was thus able to obtain the services of a trainer from England and her appointment has been fully justified by the results achieved. In all provinces the main obstacle in the way of expansion, apart from the usual difficulties attendant on girls' education generally, is the want of suitable guiders. As the Burma report says, " It is often difficult to get any one outside the school to help, and when a school mistress who has been trained for the work is transferred it is impossible to replace her ".

Education of defectives.—The provision made for the education of deaf-mute and blind children in the different provinces is indicated in the following table:—

Province.	No. of Schools.		No. of Pupils.		
	For deaf-mutes.	For the blind.	Deaf-mutes.	Blind.	Total.
Madras	3	3	164	100	264
Bombay	4	3	145	126	271
Bengal	6	1	197	76	273
Punjab	...	1	...	25	25
Burma	...	2	...	48	48
Bihar and Orissa . . .	...	2	...	69	69
Central Provinces and Berar	1	...	20	...	20
Total .	14	12	526	444	970

In addition to the schools included in the above table there are a school for the deaf and dumb in Burma, a school for defectives in the Punjab and a school for the blind in Bombay, about which the provincial reports have not given details. Other schools which may be mentioned are the Children's House at Kurseong, Bengal, and the leper schools at Purulia in Bihar and Orissa, and at Bapatla in Madras. The Kurseong institution, which is intended for physically and mentally deficient European children, had 19 pupils on its rolls. The other two institutions were attended by 148 and five pupils respectively.

Unrecognised Institutions.—The number of unrecognised institutions decreased by 302 from 35,216 to 34,914 and their enrolment by 13,080 from 628,146 to 615,066. Most of these institutions teach only the rudiments of education, combined with some religious

instruction of an elementary nature. More than half of them are located in Burma where almost all are monastic schools. The number of these during the year was 18,325 with an enrolment of 197,441 pupils. The only provinces which recorded an increase in the number of unrecognised schools were the Punjab (393), Bihar and Orissa (24) and Coorg (10). Among the institutions for higher and secondary education, the more prominent are the Indian Women's University at Poona, the Kabindra College, Goila, Bakarganj, and the Santineketan Institution, Bolpur, in the Bengal Presidency, and the Arya Samaj institution at Gurukula and the Muhammadan Madrasah at Deoband in the United Provinces. The number of " national " schools, which are a relic of the non-co-operation movement, is dwindling fast.

A. H. MACKENZIE.

APPENDIX.

General Educational Tables, 1927-28.

INDEX.

	Pages.
General Summary of Educational Institutions and Scholars	50
General Summary of Expenditure on Education	51
Explanations	52
I. Classification of Educational Institutions	53
II-A. Distribution of Scholars attending Educational Institutions for Males	54—55
II-B. Distribution of Scholars attending Educational Institutions for Females	56—57
III-A. Expenditure on Education for Males	58—60
III-B. Expenditure on Education for Females	61—63
IV-A. Race or Creed of Male Scholars receiving General Education	64
IV-B. Race or Creed of Female Scholars receiving General Education	65
V-A. Race or Creed of Male Scholars receiving Vocational and Special Education	66
V-B. Race or Creed of Female Scholars receiving Vocational and Special Education	67
VI-A. Men Teachers	68
VI-B. Women Teachers	69
VII. European Education	70
VIII. Examination Results	71—72

General Summary of Educational Institutions and Scholars.

			Percentage of Scholars to population.			
			Recognized Institutions.		All Institutions.	
			1928.	1927.	1928.	1927.
Area in square miles . .	1,091,335.					
Population—						
Males	127,042,463	Males	7·29	6·91	7·70	7·33
Females	120,285,483	Females	1·58	1·46	1·66	1·53
Total .	247,327,946	Total .	4·51	4·26	4 76	4·51

Recognized Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1928.	1927.	Increase or decrease.	1928.	1927.	Increase or decrease.	
	1	2	3	4	5	6	7
Universities . . .	15	14	+1	(e)7,562	7 053	+509	...
For Males.							
Arts Colleges . . .	217	213	+4	64,632	63 996	+636	(a)21,213 (b)40,952 (c) 1,705
Professional Colleges .	64	70	—6	16,962	17,434	—472	(a)12,664 (b) 2,389
High Schools . . .	2,497	2,444	+53	771,927	744,444	+27,483	(c)*576.920 (d)195,007
Middle Schools . . .	8,528	7.929	+599	1,083,289	971,217	+112,072	(c)340,697 (d)742,592
Primary Schools . .	168,648	162.666	+5,982	7,661,667	7,290,546	+371,121	(d)†7,661,667
Special Schools . .	9,8 8	9,711	+127	340.571	316,113	+24,458	...
Totals .	189,792	183,033	+6,759	9,939,048	9.403,750	+535,298	...
For Females.							
Arts Colleges . . .	19	19	...	1 320	1,254	+66	(a)279 (b)733 (c) ‡308
Professional Colleges .	7	7	...	200	182	+18	(a)149 (b) 45
High Schools . . .	262	243	+19	56,927	49,757	+7,170	(c)25,991 (d)30,915
Middle Schools . . .	712	722	—10	90,411	88,649	+1,762	(c)15,511 (d)74,864
Primary Schools . .	28.651	26,682	+1,969	1,051.301	966,214	+85,087	(d)§1,051,301
Special Schools . .	352	328	+24	13,387	12,491	+896	...
Totals .	30,003	28,001	+2,002	1,213,546	1,118,547	+94,999	...
Unrecognized Institutions							
For Males . . .	31,536	32 128	—592	545,854	566,110	—20,256	...
For Females . . .	3,378	3,088	+290	69,212	62,036	+7,176	...
Totals .	34,914	35,216	—302	615,066	628,146	—13,080	...
Grand Totals	254,724	246,264	+8,460	11,775,222	11,157,496	+617,726	...

(a) In Graduate and post-graduate classes.
(b) In Intermediate classes.
(c) In Secondary stage.
(d) In Primary stage
(e) Includes 260 scholars of professional colleges in Burma and 104 Law scholars in Delhi.

* Includes 3 scholars in Intermediate classes.
† Includes 2 scholars in secondary stage.
‡ Includes 180 scholars in primary stage in Bangalore.
§ Includes 49 scholars in secondary stage.

N. B. 1.—There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

N. B. 2.—Details under column 7 do not in some cases agree with the totals under column 4 as classification by stage in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

	Total expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1928.	1927.	Increase or decrease.	Govt. funds.	*Local funds.	Fees.	Other sources.	Govt. funds.	*Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and Inspection	1,11,11,340	1,03,02,057	+8,09,283	92·6	7·4	...	...	...	...	...	...	...
Universities	1,11,58,956	1,17,68,997	—6,10,041	45·4	...	40·8	13·8	...	...	...	...	...
Boards of Secondary and Intermediate Education.	2,93,413	2,54,129	+39,284	18·3	...	81·7	...	...	..	...	...	...
†Miscellaneous	5,12,14,579	4,82,93,061	+29,21,518	48·9	12·9	12·8	25·4	...	...	...	...	...
Totals	7,37,78,288	7,06,18,244	+31,60,044	54·8	10·1	15·4	19·7	...	...	...	..	...
Institutions for Males.												
Arts Colleges	1,28,43,219	1,22,73,486	+5,69,733	41·8	0·6	43·2	14·4	84 15 2	1 1 8	87 14 7	29 5 8	203 5 1
Professional Colleges	75,62,826	73 96,426	+1,66,400	73·7	2·2	18·9	5·2	321 9 9	9 10 10	82 4 9	22 14 8	436 8 0
High Schools	4,18,68,131	4,01,55,853	+17,12,278	31·9	3·1	50·1	14·9	16 9 6	1 9 10	26 0 7	7 11 5	51 15 4
Middle Schools	2,11,44,685	1,90,25,234	+21,19,451	37·9	24·4	26·1	11·6	7 6 4	4 12 4	5 1 4	2 4 3	19 8 3
Primary Schools	6,23,70,207	5,92,20,326	+31,49,881	52·1	30·1	8·4	9·4	4 3 10	2 7 3	0 10 11	0 12 3	8 2 3
Special Schools	1,59,73,362	1,51,65,888	+8,07,474	67·6	3·9	9·7	18·8	31 11 4	1 13 1	4 9 0	8 13 0	46 14 5
Totals	16,17,62,430	15,32,37,213	+85,25,217	46·9	16·1	24·8	12·2	7 9 11	2 9 11	4 0 7	1 15 10	16 4 3
Institutions for Females.												
Arts Colleges	5,12,865	5,29,573	—16,708	60·5	0·9	17·6	21·0	263 4 4	3 12 5	76 5 11	91 8 11	434 15 7
Professional Colleges	2,72,122	2,39,366	+32,756	83·7	...	9·6	6·7	1,138 7 5	...	130 11 9	91 6 7	1,360 9 9
High Schools	57,63,418	54,28,753	+3,34,665	43·4	1·7	32·7	22·2	43 6 11	1 11 10	32 12 10	22 3 1	100 2 8
Middle Schools	34,55,659	33,66,409	+89,250	36·8	13·7	16·0	33·5	14 0 9	5 4 1	6 1 8	12 13 1	38 3 7
Primary Schools	1,05,01,380	1,03,01,370	+2,00,010	44·6	35·7	3·1	16·6	4 7 3	3 9 1	0 4 11	1 10 7	9 15 10
Special Schools	22,32,657	21,26,644	+1,06,013	66·3	2·1	4·4	27·2	110 9 0	3 9 1	7 5 8	45 4 8	166 12 5
Totals	2,27,38,101	2,19,92,115	+7,45,986	46·1	19·2	13·1	21·6	8 10 2	3 9 8	2 7 2	4 0 9	18 11 9
GRAND TOTALS	25,82,78,819	24,58,47,572	+1,24,31,247	49·0	14·7	21·1	15·2	11 5 7	3 6 4	4 14 1	3 8 3	23 2 3

N. B.—For explanation of certain terms used in the tables please see overleaf.

*Include both District Board and Municipal Funds.

†Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the space left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table IX is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	...	...	...	15	...	15	...	...	...	...	...	...
Boards of Secondary and Intermediate Education	4	...	...	2	...	6	...	...	...	...	...	...
Colleges—												
Arts and Science*	32	1	...	83	14	130	3	...	..	6	1	10
Law	4	...	...	3	7	14	...	...	...	...	...	...
Medicine	7	...	1	1	...	9	...	..	...	1	...	1
Education	14	...	...	1	...	15	2	...		3	1	6
Engineering	6	...	...	1	...	7	...	..	...	...	...	...
Agriculture	6	...	...	...	1	7	...	...	..	...	...	...
Commerce	1	...	...	5	1	7	...	...	...	...	...	...
Forestry	2	...	...	...	...	2	...	...	...	...	...	...
Veterinary Science	3	...	...	...	...	3	...	...	...	...	...	...
Intermediate and 2nd grade Colleges.	26	...	1	47	13	87	2	...	...	7	...	9
Totals	101	1	2	141	36	281	7	...	...	17	2	26
High Schools	317	132	92	1,417	539	2,497	37	...	4	216	5	262
Middle Schools { English	103	351	143	2,113	684	3,394	19	2	12	247	15	295
Middle Schools { Vernacular	50	3,864	104	1,096	20	5,134	79	30	61	241	6	417
Primary Schools	2,646	54,922	4,226	96,126	10,828	1,68,648	349	3,336	3,292	17 995	3,679	28.651
Totals	3,116	59,269	4,565	1,00,652	12,071	1,79,673	484	3,368	3,369	18,699	3,705	29,625
Special Schools :—												
Art	6	...	...	4	1	11	...	...	..	...	...	...
Law	2	...	...	...	...	2	...	...	...	...	...	...
Medical	18	...	..	2	8	28	2	...	...	2	...	4
Normal and Training.	415	67	13	44	4	543	90	3	2	83	3	181
Engineering †	9	...	...	1	1	11	...	...	...	...	...	...
Technical and Industrial.	119	24	8	212	25	388	5	...	...	73	7	85
Commercial	18	...	1	28	101	148	...	...	...	5	...	5
Agricultural	9	...	1	3	...	13	...	...	...	1	...	1
Reformatory	9	...	...	2	...	11	...	...	...	...	...	...
Schools for Defectives.	1	...	...	24	...	25	...	...	...	4	...	4
Schools for Adults	9	2,549	225	1,768	778	5,329	...	4	...	11	...	15
Other Schools	66	21	14	2,539	689	3,329	6	6	1	41	3	57
Totals	681	2,661	262	4,627	1,607	9,838	103	13	3	220	13	352
Totals for Recognised Institutions.	3,902	61,931	4,829	1,05,437	13,714	1,89,813	594	3,381	3,372	18,936	3,720	30,003
Unrecognised Institutions	...	21	11	114	31,390	31,536	...	1	3	25	3,349	3,378
Grand Totals, all Institutions.	3,902	61,952	4,840	1,05,551	45,104	2,21,349	594	3,382	3,375	18,961	7,069	33,381

* Includes 3 *Oriental Colleges.*
† Includes *Survey* Schools.

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education. (a)									
Arts and Science (b) & (c).	16,899	14,734	5,229	63	61	58	127	120	26
Law . .	1,880	1,487	78	...	...	...	...	...	...
Medicine . .	2,584	2,372	925	...	...	...	139	125	92
Education . .	1,003	972	820	...	...	...	...	...	...
Engineering . .	1,407	1,276	1,068	...	...	...	...	...	...
Agriculture . .	876	773	775	...	...	..	...	...	...
Commerce . .	271	214	61	...	...	...	...	...	...
Forestry . . .	123	121	64	...	...	...	...	...	...
Veterinary Science .	378	354	277	...	...	...	...	...	...
TOTALS .	25,421	22,303	9,297	63	61	58	266	245	118
School and Special Education.									
In High Schools . .	107,096	94,627	13,347	39,759	35,520	1,836	33,198	29,337	979
In Middle Schools { English .	16,854	15,202	1,235	50,476	41,716	2,459	25,242	22,028	739
In Middle Schools { Vernacular	6,387	5,185	766	562,983	450,697	29,899	13,774	11,412	352
In Primary Schools .	108,636	80,924	246	3,164,885	2,377,607	2,267	516,639	388,485	12
TOTALS .	238,973	195,938	15,596	3,818,103	2,905,540	36,461	588,853	451,262	2,082
In Art Schools . .	1,859	1,414	96	...	...	...	...	...	...
In Law ,, .	199	107	..	...	...	...	...	...	...
In Medical Schools .	4,119	3,739	1,043	...	...	...	...	..	...
In Normal and Training Schools.	19,734	17,913	13,040	823	798	605	122	111	6
In Engineering Schools.*	1,755	1,600	975	...	...	...	...	...	...
In Technical and Industrial Schools.	8,597	6,981	1,419	873	708	65	744	655	40
In Commercial Schools	935	844	56	...	...	...	18	12	...
In Agricultural Schools.	351	310	246	...	...	...	34	32	...
In Reformatory Schools.	1,511	1,354	1,350	...	...	...	...	...	...
In Schools for Defectives.	25	19	17	...	..	...	...	...	...
In Schools for Adults	273	227	...	71,402	53,340	...	6,403	4,146	...
In Other Schools .	5,305	4,296	1,050	744	638	172	1,014	854	...
TOTALS .	44,663	38,804	19,292	73,842	55,484	842	8,335	5,790	46
Totals for Recognised Institutions.	309,057	257,045	44,185	3,892,008	2,961,085	37,361	597,454	457,297	2,246
In Unrecognised Institutions.	...	...	..	1,391	415	...	701	436	...
Grand Totals, all Institutions for Males.	309,057	257,045	44,185	3,893,399	2,961,500	37,361	598,155	457,733	2,246

(a) Scholars reading more than one of the following subjects should be entered under only one head.
(b) Includes 520 scholars also reading *Law*, and 41 students of Ravenshaw College reading Law only.
(c) Includes 847 scholars in *Oriental Colleges*, and 453 Scholars in Oriental departments of Lucknow and the Benares Hindu Universities.
* Includes *Survey* Schools.

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
43,889	38,212	15,002	10,852	9,404	2,942	71,830	62,531	23,257	779
3,729	3,552	777	1,924	1,511	498	7,533	6,550	1,353	6
913	908	433	...	...	...	3,636	3,405	1,450	133
165	147	21	...	...	...	1,168	1,119	841	11
657	556	527	...	...	...	2,064	1,832	1,595	...
...	...	...	55	49	54	931	822	829	1
1,005	812	430	202	125	...	1,478	1,151	491	1
15	15	15	...	...	...	138	136	79	...
...	...	...	...	...	...	378	354	277	...
50,373	44,202	17,205	13,033	11,089	3,494	89,156	77,900	30,172	931
454,490	389,686	41,742	137,384	108,155	6,099	771,927	657,325	64,003	10,825
230,752	185,670	11,975	59,595	45,031	1,201	382,919	309,647	17,609	6,514
115,651	114,309	9,779	1,575	1,257	208	700,370	582,860	41,006	46,775
3,561,330	2,896,996	11,024	310,177	243,871	1,610	7,661,667	5,987,883	15,159	664,473
4,362,223	3,586,661	74,520	508,731	398,314	9,118	9,516,883	7,537,715	137,777	728,387
213	137	...	22	10	...	2,094	1,561	96	51
...	...	...	...	...	...	199	107	...	...
306	296	108	737	639	265	5,162	4,674	1,416	95
2,696	2,522	1,197	70	66	54	23,445	21,410	14,902	218
25	23	...	439	400	...	2,219	2,023	975	...
9,769	7,536	3,140	1,838	1,473	27	21,821	17,353	4,691	508
1,899	1,607	88	4,596	3,392	...	7,448	5,855	144	259
161	139	15	...	...	...	546	481	261	...
380	392	380	...	...	...	1,891	1,746	1,730	...
827	630	513	...	...	...	852	649	530	143
46,938	37,421	...	18,536	14,696	...	143,552	109,830	...	401
93,593	76,754	2,047	30,686	23,697	636	131,342	106,219	3,905	2,206
156,807	127,457	7,488	56,924	44,373	982	340,571	271,908	28,650	3,881
4,569,403	3,758,320	99,213	578,688	453,776	13,594	9,946,610	7,887,523	196,599	733,199
3,567	2,704	...	540,195	364,021	979	545,854	367,576	979	32,992
4,572,970	3,761,024	99,213	1,118,883	817,797	14,573	10,492,464	8,255,099	197,578	766,191

II-B.—Distribution of Scholars attending

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents on approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education (*a*).									
Arts and Science (*b*)	432	375	293	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	48	45	44	...	...	...	...	...	...
Totals	480	420	337	...	...	...	...	...	...
School and Special Education.									
In High Schools	10,314	8,349	974	195	178	...	500	460	23
,, Middle Schools English	1,991	1,520	68	90	70	22	1,400	1,149	...
,, Middle Schools Vernacular	10,648	7,509	112	2,154	1,694	58	9,648	7,519	...
,, Primary Schools	22,831	15,664	8	236,833	171,790	...	153,806	106,973	...
Totals	45,784	33,042	1,162	239,272	173,732	80	165,354	116,131	23
In Medical Schools	139	145	134	...	...	...	...	...	...
,, Normal and Training Schools.	2,609	2,418	1,775	47	48	45	28	27	...
,, Technical and Industrial Schools.	408	292	8	...	...	...	...	...	...
,, Commercial Schools	...	...	...	...	...	...	...	...	...
,, Agricultural Schools	...	...	...	...	...	...	...	...	...
,, Schools for Adults	...	...	...	79	70	...	...	...	...
,, Other Schools	137	103	...	157	115	23	...	...	...
Totals	3,293	2,958	1,917	283	233	68	28	27	...
Totals for Recognised Institutions.	49,557	36,420	3,416	239,555	173,965	148	165,382	116,158	23
IN UNRECOGNISED INSTITUTIONS.	...	...	...	34	23	...	239	152	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	49,557	36,420	3,416	239,589	173,988	148	165,621	116,310	23
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	858,614	293,465	47,601	4,132,988	3,135,488	37,509	763,776	574,043	2,269

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.
(*b*) Includes *nil* scholars in *Oriental Colleges*.

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
835	793	450	58	48	24	1,320	1,216	767	...
70	70	70	...	...	...	70	70	70	...
70	66	64	12	11	6	130	122	114	...
975	929	584	65	59	30	1,520	1,408	951	...
45,301	39,443	13,552	617	463	187	56,927	48,893	14,686	4,976
39,263	25,157	7,267	1,084	845	184	34,828	28,741	7,541	4,275
32,635	26,996	3,185	498	383	128	55,583	44,131	3,483	2,994
5,54,613	4,39,365	9,758	83,218	64,114	74	1,051,301	797,906	9,840	34,360
6,62,812	5,30,961	33,762	85,417	65,805	523	1,196,639	919,671	35,550	46,605
161	160	154	...	...	...	300	305	288	...
2,354	2,223	1,631	60	50	38	5,098	4,766	3,489	...
3,728	3,046	1,116	184	96	22	4,320	3,434	1,146	90
224	189	9	...	...	...	224	189	9	...
51	43	...	...	...	...	51	43	...	...
845	588	...	...	...	...	924	653	...	...
2,014	1,704	271	162	145	...	2,470	2,067	294	160(a)
9,377	7,948	3,181	406	291	60	13,387	11,457	5,226	250
673,164	539,838	37,527	85,888	66,155	613	1,213,546	932,586	41,727	46,855
2,076	1,547	...	66,863	43,921	117	69,212	45,643	117	5,649
675,240	541,385	37,527	152,751	110,076	730	1,282,758	978,179	41,844	52,504
5,248,210	4,302,409	136,740	1,271,634	927,873	15,303	11,775,222	9,238,278	239,422	...

(a) Includes 70 scholars of schools for Defectives.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 74,95,705 spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	26,611	..	..	2,11,575	..	2,38,186	..	..	..	..	..	..
Arts Colleges	31,50,585	..	1,080	12,66,716	2,01,603	46,19,984	..	..	..	..	11,600	11,600
Professional Colleges—												
Law	11,934	..	..	1,82,488	118	1,94,535	..	..	..	..	..	..
Medicine	19,94,869	..	..	4,05,469	31,042	23,42,280	..	..	1,55,297	34,012	8,466	1,97,775
Education	8,79,408	1,494	557	943	8,580	8,90,982	..	..	..	..	..	..
Engineering	11,58,217	..	..	1,56,123	2,57,441	15,71,781	..	..	..	..	..	..
Agriculture	7,41,240	..	..	18,991	300	7,60,540	..	..	..	..	..	..
Commerce	25,687	..	..	56,914	18,499	81,100	..	..	..	..	..	..
Forestry	3,10,020	..	..	..	..	3,10,020	..	..	..	..	..	..
Veterinary Science	3,98,665	..	..	27,652	..	4,26,317	..	..	..	..	..	..
Intermediate Colleges	9,41,911	..	..	3,57,008	7,545	13,06,464	4,500	..	4,651	11,231	1,585	21,767
Totals	95,49,147	1,494	1,637	26,63,874	5,26,037	1,27,42,189	4,500	..	1,59,948	45,243	21,451	2,31,142
School Education.												
General.												
High Schools	56,78,431	1,316	11,500	30,02,644	29,757	87,18,708	8,04,096	5,35,568	3,59,784	17,10,932	73,738	34,84,218
Middle Schools—												
English	6,52,855	8,100	..	2,91,205	1,902	9,54,062	6,43,308	4,90,063	2,74,106	7,76,539	38,149	22,34,165
Vernacular	1,77,734	..	..	5,632	104	1,83,470	46,96,083	20,78,813	2,15,939	8,13,413	71,090	78,80,338
Primary Schools	11,77,835	15,034	3,149	9,219	10,624	12,20,861	2,43,47,905	82,88,805	51,51,819	10,63,819	4,73,742	3,93,50,100
Totals	76,81,855	24,450	19,709	33,08,700	42,387	1,10,77,101	3,04,91,392	1,13,97,249	60,11,748	43,97,713	6,56,719	5,29,54,821
Special.												
Art Schools	3,60,078	..	..	32,706	14,850	4,16,634	..	..	..	..	..	..
Law Schools	..	..	..	10,918	40	10,958	..	..	..	..	..	..
Medical Schools	12,93,219	..	981	2,39,782	29,574	15,63,556	..	..	..	..	..	..
Normal and Training Schools.	36,71,753	35,153	12,582	11,372	11,986	37,42,846	1,24,198	68,532	21,300	75	402	2,14,507
Engineering Schools*	6,18,326	..	..	84,183	16,069	7,18,578	..	..	..	..	..	..
Technical and Industrial Schools	17,03,250	12,840	60	18,834	1,23,171	18,58,155	62,831	71,512	27,921	7,647	31,137	2,01,048
Commercial Schools	1,07,564	..	..	54,032	1,645	1,63,241	..	..	205	..	..	205
Agricultural Schools	1,02,564	..	..	1,845	4,073	1,09,382	2,470	..	120	..	..	2,590
Reformatory Schools	4,04,547	..	..	888	6,388	4,11,823	..	..	..	..	..	..
Schools for Defectives	1,837	..	..	..	2	1,839	..	..	..	..	..	..
Schools for Adults	805	..	..	..	..	805	84,700	13,601	10,302	..	905	1,18,088
Other Schools	6,09,701	1,759	..	18,170	11,808	6,51,438	49,571	32,271	23,153	61,281	67,432	2,33,708
Totals	88,82,644	49,752	13,623	4,82,790	2,20,506	96,49,315	3,23,770	1,86,006	92,181	69,003	99,876	7,70,836
Grand Totals	2,61,13,646	75,696	84,969	64,55,364	7,88,930	3,34,68,605	3,08,19,662	1,15,83,255	62,63,877	45,11,959	7,78,046	5,39,56,799

* Include Survey Schools.

III-A.—Expenditure on Education for Males—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Universities	50,71,912	..	200	45,50,937	15,35,907	1,11,58,956	..	..	..
Boards of Secondary and Intermediate Education	26,985	..	..	28,242	..	55,227	..	..	..
Arts Colleges	14,52,769	20,722	39,697	31,21,659	11,95,544	58,30,391	8,18,143	1,49,649	9,67,792
Professional Colleges —									
Law	80,000	..	..	2,23,571	..	2,53,571	1,60,864	..	1,60,864
Medicine	14,500	..	..	1,14,317	..	1,28,817	..	..	..
Education	18,521	..	..	..	..	18,521	..	..	..
Engineering	32,000	375	10,000	25,750	10,609	78,734	..	..	..
Agriculture	..	..	..	..	..	..	3,540	37,874	41,414
Commerce	47,117	..	..	24,706	23,225	95,048	10,527	..	10,527
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	5,39,978	..	8,100	5,99,219	3,55,281	15,02,578	1,40,741	2,02,876	3,43,617
Totals	72,33,777	21,097	57,997	86,88,401	31,20,566	1,91,21,838	11,33,815	3,90,399	15,24,214
School Education.									
General.									
High Schools	63,15,080	1,18,781	2,18,425	1,18,46,595	46,78,603	2,31,77,484	35,38,052	11,88,700	47,26,752
Middle Schools—									
English	17,52,038	4,38,063	96,971	29,95,633	17,50,848	70,33,053	5,69,472	4,59,341	10,28,813
Vernacular	90,373	11,83,377	3,68,108	51,524	1,11,526	18,04,908	3,039	22,837	25,876
Primary Schools	69,66,104	45,47,065	7,72,431	37,45,196	48,79,629	2,09,05,425	3,86,572	5,01,249	8,87,821
Totals	1,51,23,595	62,87,286	14,55,935	1,86,38,948	1,14,15,106	5,29,20,870	44,97,135	21,72,127	66,69,262
Special.									
Art Schools	20,880	480	3,000	2,586	11,284	38,230	241	1,837	2,078
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	..	1,500	780	31,297	..	33,577	58,774	47,199	1,05,973
Normal and Training Schools	3,42,139	2,556	473	5,477	1,54,523	5,05,168	2,821	3,834	6,655
Engineering Schools*	1,200	..	..	8,120	2,601	6,921	23,975	..	23,975
Technical and Industrial Schools	5,10,080	29,226	34,311	1,44,120	10,66,326	17,84,063	10,211	20,292	30,503
Commercial Schools	9,239	..	6,245	38,716	32,122	86,322	1,87,878	38,082	2,25,960
Agricultural Schools	2,025	600	1,000	..	12,591	16,216	..	..	..
Reformatory Schools	76,553	..	1,275	2,384	22,752	1,02,964	..	..	..
Schools for Defectives	52,071	275	16,436	7,193	1,04,613	1,80,587	..	..	..
Schools for Adults	60,375	23,651	8,062	24,850	47,685	1,64,623	4,862	12,925	17,787
Other schools	5,18,103	1,02,367	44,588	3,28,187	7,45,249	17,38,489	1,25,803	3,57,317	4,83,120
Totals	15,92,665	1,60,655	1,16,164	5,87,930	21,99,746	46,57,160	4,14,565	4,81,486	8,96,051
GRAND TOTALS	2,39,50,037	64,69,038	16,30,096	2,79,15,279	1,67,35,418	7,66,99,868	60,45,515	30,44,012	90,89,527

*Include *Survey* Schools.

III-A.—Expenditure on Education for Males—*concld.*

	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	16,83,290	..	..	..	..	16,83,290
Inspection	78,81,049	4,48,614	2,78,325	400	1,803	86,11,091
Buildings, etc.	1,04,17,092	34,09,771	11,10,161	3,51,845	58,21,577	2,71,11,346
Miscellaneous	61,11,016	14,53,503	3,77,552	41,20,595	45,93,874	1,66,56,540
Totals	3,20,94,247	53,11,888	17,66,038	44,72,840	1,04,17,254	5,40,62,267
University and Intermediate Education.						
Universities	50,71,912	..	200	45,50,937	15,35,907	1,11,58,956
Boards of Secondary and Intermediate Education	55,596	..	..	2,39,817	..	2,93,413
Arts Colleges	46,12,965	20,722	40,777	52,06,518	15,48,785	1,14,29,767
Professional Colleges—						
Law	41,934	..	..	5,66,918	118	6,08,970
Medicine	19,19,369	..	1,55,297	5,53,798	40,408	26,68,872
Education	8,97,029	1,494	557	943	8,580	9,09,503
Engineering	11,90,217	375	10,000	1,81,873	2,68,050	16,50,515
Agriculture	7,41,240	..	..	22,531	38,183	8,01,954
Commerce	72,804	..	..	72,147	41,724	1,86,675
Forestry	3,10,020	..	..	..	..	3,10,020
Veterinary Science	3,98,665	..	..	27,652	..	4,26,317
Intermediate Colleges	14,88,777	..	17,675	11,08,199	5,59,770	31,74,421
Totals	1,67,99,428	22,591	2,24,506	1,25,31,333	40,41,525	3,36,19,383
School Education.						
General.						
High Schools	1,28,08,857	6,56,405	5,89,869	2,00,08,223	59,53,808	4,01,07,162
Middle Schools—						
English	30,48,201	9,45,576	3,71,077	46,35,849	22,49,390	1,12,50,093
Vernacular	49,64,190	32,57,190	5,94,047	8,73,608	2,05,557	98,94,592
Primary Schools	3,24,91,844	1,28,50,904	59,32,399	52,34,816	58,00,244	6,23,70,207
Totals	5,33,13,092	1,77,10,075	74,87,392	3,08,42,496	1,42,08,999	12,36,22,054
Special.						
Art Schools	3,89,958	480	3,000	35,593	27,971	4,57,002
Law Schools	..	..	..	10,918	40	10,958
Medical Schools	12,03,219	1,500	1,761	3,29,853	76,773	17,03,106
Normal and Training Schools	41,38,000	1,06,241	34,445	19,745	1,70,745	44,69,266
Engineering Schools	6,10,526	..	..	1,11,278	18,670	7,40,474
Technical and Industrial Schools	22,76,161	1,13,578	62,292	1,80,812	12,40,926	38,73,769
Commercial Schools	1,16,803	..	6,450	2,80,626	71,849	4,75,728
Agricultural Schools	1,07,059	600	1,120	1,845	17,564	1,28,188
Reformatory Schools	4,81,100	..	1,275	3,272	29,140	5,14,787
Schools for Detectives	53,908	275	16,435	7,198	1,04,615	1,82,426
Schools for Adults	1,45,880	37,342	27,454	29,712	61,515	3,01,903
Other schools	11,77,375	1,36,397	67,736	6,43,441	11,81,806	31,06,755
Totals	1,07,99,079	3,96,413	2,21,968	15,54,288	30,01,614	1,59,73,362
GRAND TOTALS	11,30,05,846	2,34,40,967	96,99,904	4,94,00,957	3,17,29,892	22,72,77,066

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 5,84,355 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items :—

Scholarships, Hostel charges and other Contingent charges.

—	Government Institutions.						District Board and Municipal Institutions					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	1,93,713	..	..	27,440	2,177	2,23,330	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	46,086	..	..	480	..	46,566	..	..	..	..	..	..
Intermediate Colleges	21,275	..	..	2,119	..	23,394	..	..	..	..	..	..
Totals	2,61,074	..	..	30,039	2,177	2,93,290	..	..	..	..	..	..
School Education.												
General.												
High Schools	7,49,607	..	..	1,68,093	3,423	9,21,123	15,952	..	37,024	3,536	..	56,511
Middle Schools—												
English	1,44,796	..	..	12,441	405	1,57,642	7,210	2,034	27,196	6,478	225	44,043
Vernacular	1,76,095	..	..	2,261	7	1,78,363	52,795	19,575	1,97,621	2,838	680	2,73,509
Primary Schools	3,61,061	2,291	..	1,041	1,899	3,66,292	28,51,243	9,72,266	18,94,201	7,073	38,008	57,62,851
Totals	14,31,559	2,291	..	1,83,836	5,734	16,23,420	29,27,200	9,94,775	21,56,042	19,924	38,973	61,36,914
Special.												
Medical Schools	97,163	..	..	480	..	97,643	..	..	..	..	..	..
Normal and Training Schools.	8,08,242	1,422	1,514	618	1,562	8,13,358	2,398	12,995	6,167	2	1,848	23,410
Technical and Industrial Schools.	20,720	..	..	..	..	20,720	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	288	..	..	..	..	288
Other schools	13,923	..	..	..	..	13,923	3,748	288	..	..	61	4,097
Totals	9,40,048	1,422	1,514	1,098	1,562	9,45,644	6,434	13,283	6,167	2	1,909	27,795
Grand totals for Females.	26,32,681	3,713	1,514	2,14,973	9,473	28,62,354	29,33,634	10,08,058	21,62,209	19,926	40,882	61,64,709
Grand totals for Males.	2,61,13,646	75,696	34,969	64,55,364	7,88,930	3,34,68,605	3,08,19,662	1,15,83,255	62,63,877	45,11,959	7,78,046	5,39,56,799
Grand totals for All.	2,87,46,327	79,409	36,483	66,70,337	7,98,403	3,63,30,959	3,37,53,296	1,25,91,313	84,26,086	45,31,885	8,18,928	6,01,21,508

III-B.—Expenditure on Education for Females—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Others sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	80,324	..	..	50,044	89,196	2,19,564	7,820	3,230	11,050
Professional Colleges—									
Medicine	1,51,318	..	..	21,392	..	1,72,710	..	..	..
Education	30,249	..	...	4,275	18,282	52,846	..	..	..
Intermediate Colleges	50,205	..	4,985	13,387	28,256	96,833	..	..	..
Totals	3,12,136	..	4,985	89,098	1,35,734	5,41,953	7,820	3,230	11,050
School Education.									
General.									
High Schools	17,06,731	2,448	59,308	16,75,380	12,25,171	46,69,328	20,310	34,840	55,150
Middle Schools—									
English	7,01,328	11,470	29,636	4,94,416	7,82,256	20,19,136	3,739	32,175	35,914
Vernacular	1,87,625	55,639	1,30,829	29,713	3,31,528	7,35,234	21	11,697	11,718
Primary Schools	14,70,473	6,01,276	2,79,161	3,03,937	15,70,984	42,25,831	12,885	1,33,521	1,46,406
Totals	40,66,157	6,71,033	4,99,024	25,03,476	39,09,939	1,16,49,629	36,955	2,12,233	2,49,188
Special.									
Medical Schools	40,427	4,439	1,918	10,127	18,500	75,411	..	..	..
Normal and Training Schools	3,63,040	548	5,701	89,110	2,30,335	6,38,734	906	7,354	8,260
Technical and Industrial Schools	70,287	1,592	6,934	12,566	2,38,624	3,30,003	510	3,491	4,001
Commercial Schools	14,444	..	..	16,434	2,145	33,023	..	..	..
Agricultural Schools	360	..	..	..	..	360	..	..	..
Schools for Adults	13,126	31	2,444	4,495	26,942	47,038	..	..	..
Other schools	31,972	236	1,509	10,136	60,792	1,10,645	3,091	8,652	11,743
Totals	5,33,656	6,846	18,506	92,868	5,83,338	12,35,214	4,507	19,497	24,004
GRAND TOTALS FOR FEMALES	49,11,949	6,77,879	5,22,515	26,85,442	46,29,011	1,34,26,796	49,282	2,34,960	2,84,242
GRAND TOTAL FOR MALES	2,39,50,037	64,69,038	16,30,096	2,79,15,279	1,67,35,418	7,66,99,868	60,45,515	30,44,012	90,89,527
GRAND TOTAL FOR ALL	2,88,61,986	71,46,917	21,52,611	3,06,00,721	2,13,64,429	9,01,26,664	60,94,797	32,78,972	93,73,769

III-B.—Expenditure on Education for Females—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	7,21,622	10,792	84,545	..	..	8,16,959
Buildings, etc.	13,45,946	71,6 0	85,565	1,17,134	9,58,144	25,78,479
Miscellaneous	11,38,800	57,859	61,227	19,83,919	16,26,409	48,68,214
Totals	32,06,368	1,40,341	2,31,337	21,01,053	25,84,553	82,63,652
University and Intermediate Education.						
Arts Colleges	2,76,037	..	..	85,304	92,603	4,53,944
Professional Colleges—						
Medicine	1,51,318	..	..	21,392	..	1,72,710
Education	76,375	..	..	4,755	18,282	99,412
Intermediate Colleges	71,480	..	4,985	15,506	28,256	1,20,227
Totals	5,75,210	..	4,985	1,26,957	1,39,141	8,46,293
School Education.						
General.						
High Schools	24,72,290	2,648	96,422	18,67,318	12,63,434	57,02,112
Middle Schools—						
English	8,53,334	14,404	56,832	5,17,104	8,15,061	22,56,735
Vernacular	4,16,515	75,214	3,28,450	34,833	3,43,912	11,98,924
Primary Schools	46,82,777	15,75,833	21,73,362	3,24,936	17,44,472	1,05,01,380
Totals	84,24,916	16,68,099	26,55,066	27,44,191	41,66,879	1,96,59,151
Special.						
Medical Schools	1,37,590	4,439	1,918	10,607	18,500	1,73,054
Normal and Training Schools	11,78,680	14,965	13,382	40,636	2,41,099	14,88,762
Technical and Industrial Schools	91,007	1,592	6,934	13,076	2,42,115	3,54,724
Commercial Schools	14,444	..	..	16,434	2,145	33,023
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	13,414	31	2,444	4,495	26,942	47,326
Other schools	49,643	524	1,509	13,2-7	75,505	1,40,408
Totals	14,80,188	21,551	26,187	98,475	6,06,306	22,32,657
GRAND TOTALS for Females	1,36,86,632	18,29,991	29,17,575	50,70,676	74,96,879	3,10,01,753
GRAND TOTALS for Males	11,30,05,846	2,34,40,967	96,99,904	4,94,00,957	3,17,29,392	22,72,77,066
GRAND TOTALS for All	12,66,92,478	2,52,70,958	1,26,17,479	5,44,71,633	3,92,26,271	25,82,78,819

IV-A.—Race or Creed of Male Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.*
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION .	162,746	1,426,165	83,988 484 ...	31,118,291	5,682,735	46,681	1,345,979	3,186,255	126,957,286
School Education. Classes.									
Primary . . I	6,701	92,008	2,714,203	1,168,263	87.144	1,274	46,410	75,088	4,191,091
II	2,462	36,542	979,099	535,849	82.197	984	28,005	19,285	1,544,423
III	2,314	27,307	744,888	243,802	29,091	836	13,136	13,061	1,074,435
IV	2,513	22,456	523,045	136 377	14,284	824	10,998	7,136	717,633
V	2,135	13,507	315,394	79,554	8.108	691	8,589	2,023	430 001
† Middle . . VI	2,100	9,309	203.242	49,914	6,923	976	6,705	1,131	280,300
VII	1,717	7,654	156,391	35,796	7.674	886	5,375	750	216,245
VIII	1 236	5,118	108,183	24,708	1,410	757	4,349	288	146,044
† High . . IX	606	3,072	72,376	13,739	1,503	776	3,007	202	95.281
X	768	2,375	60,016	11,504	1,404	683	2,402	136	79,288
.	246	1,809	45,763	6 087	110	585	25	77	54,702
.	24	167	8,734	1,203	10	590	11	29	10,768
TOTALS .	22,822	221,324	5,931,334	2 166,798	239,858	9,862	129,012	119,201	8,840,211 (*a*)
University and Intermediate Education.									
Intermediate classes. 1st year	99	590	14,283	2,054	276	206	484	45	18,037
2nd year	114	573	15,302	2,548	405	202	512	45	19,701
Degree classes 1st year	58	313	8,158	1.455	109	85	170	17	10,365
2nd year	31	374	9 754	1,700	118	68	189	33	12,262
3rd year	2	21	551	66	...	1	9	...	650
Post-graduate classes. 1st year	3	42	1,202	366	1	14	29	2	1,659
2nd year	...	11	926	109	...	8	17	3	1,074
Research Students	...	...	58	4	...	...	..	...	62
TOTALS .	307	1,924	(*b*) 51,203	(*c*) 8,448	904	584	1,410	145	(*d*) & (*e*) 64,925
No. of scholars in recognised institutions.	23,129	223,243	5,982.537	2,175,246	240,762	10,446	130,422	119,346	8,905,136
No. of scholars in unrecognised institutions.	...	4,131	152,429	168,281	186,582	47	4,577	2,464	518,511
GRAND TOTALS .	23,129	227,379	6,134,966	2,343,527	427,344**	10,493	134,999	121,810	9,423,647

* See explanation No. 9 on page 52.

** Includesu 1,412 *Jains* in Ajmer-Merwara.

† Lines differentiating the stages of instruction cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

(*a*) Excludes 825 scholars in Assam not shown by race or creed.

(*b*) Includes 969 ,, ,, U. P. ,, ,, in details.

(*c*) ,, 146 ,, ,, U. P. ,, ,, ,, ,,

(*d*) *Vide* foot notes (*b*) and (*c*) above.

(*e*) Excludes 150 scholars of one Oriental College in the Punjab and 41 students of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 4,233 and 1,705 scholars reading in school stages in colleges in the United Provinces and in the Punjab respectively, and includes 3 students of St. Edmund's College which is classed as a High School in Assam.

IV-B.—Race or Creed of Female Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION.	96,171	1,374 538	80,296,024	28,370,926	5,824,088	42,931	1,020,895	3,182,955	120,208,528
School Education.									
Primary Classes I	7,246	63,350	708,994	330,161	86,364	1,468	9,544	8,695	1,215,822
II	2,435	20,388	175,841	65,714	44,462	884	2,474	1,615	313,813
III	2,430	15,706	105,377	28,116	13,890	973	1,789	903	169,184
IV	2,447	11,393	55,781	9,676	3,514	852	1,343	516	85,522
V	2,029	8,087	27,825	3,979	1,191	742	746	272	44,371
Middle VI	1,921	5,724	10,554	1,091	1,108	731	220	183	21,532
VII	1,486	4,384	5,885	527	1,288	587	151	119	14,427
VIII	1,148	2,535	2,745	368	102	439	79	72	7,488
High IX	501	1,041	1,291	128	70	379	38	47	3,495
X	568	706	911	64	40	269	23	23	2,604
.	235	427	690	16	2	209	1	19	1,599
.	1	82	278	6	...	147	1	10	526
TOTALS .	22,447	133,824	1,095,672	439,846	152,031	7,680	16,409	12,474	(a) 1,880,383
University and Intermediate Education.									
Intermediate classes. 1st year	57	182	267	13	26	30	5	11	591
2nd year	43	142	237	11	28	54	3	13	531
Degree classes 1st year	35	83	112	6	4	6	...	8	254
2nd year	27	75	105	4	5	24	2	6	248
3rd year	...	3	4	...	..	...	...	...	7
Post-graduate classes 1st year	1	7	30	...	...	...	...	...	38
2nd year	1	3	18	1	...	2	...	...	25
Research students	...	...	...	.	...	...	...	...	...
TOTALS	164	495	773	35	63	116	10	38	1,694(b)
No. of scholars in recognised institutions	22,611	134,319	1,096,445	439,881	152,094	7,796	16,419	12,512	1,882,077
No. of scholars in unrecognised institutions.	...	2,146	21,562	66,735	3,433	35	2,072	572	96,555
GRAND TOTALS .	22,611	136,465	1,118,007	506,616	155,527†	7,831	18,491	13,084	1,978,632

* See explanation No. 9 on page 52.

† Includes 146 *Jains* in Ajmer-Merwara.

(a) Excludes 122 Scholars in Assam not shown by race or creed and 21 pupil teachers in the Administered Areas of C. I. Agency.

(b) Excludes 97 and 308 Scholars reading in School stages in colleges in the United Provinces and Bangalore, respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
School Education.									
Art Schools	15	120	1,596	242	21	27	13	9	2,043
Law Schools	...	..	178	21	... ...	...	...	...	199
Medical Schools	29	128	3,853	887	44	2	121	3	5,067
Normal and Training Schools	2	2,373	14,514	4,547	1,270	1	408	113	23,227
Engineering and Surveying Schools.	52	60	1,762	155	125	10	54	1	2,219
Technical and Industrial Schools.	528	2,751	11,708	5,507	108	186	422	198	21,403
Commercial Schools	78	697	5,102	547	346	343	55	21	7,189
Agricultural Schools	1	141	347	57	...	...	...	...	546
Reformatory Schools	2	83	1,130	593	67	2	2	7	1,891
Schools for Defectives	18	201	450	81	8	11	2	8	779
Schools for Adults	...	1,022	66,010	68,243	350	15	6,929	582	143,151
Other schools	7	451	40,568	75,886	11,845	144	149	176	129,226
TOTALS	732	8,026	147,218	156,771	14,179	741	8,155	1,118	336,940
University and Intermediate Education.									
Law	7	93	6,209	1,081	52	45	79	2	7,568(a)
Medicine	37	188	2,675	447	30	44	84	3	3,503
Education	16	56	774	266	3	...	42	...	1,157
Engineering	65	53	1,617	200	21	16	91	1	2,064
Agriculture	4	24	600	144	36	8	97	17	930
Commerce	3	40	1,291	75	1	53	7	7	1,477
Forestry	2	8	94	21	10	1	2	...	138
Veterinary Science	1	16	221	110	4	...	26	...	378
TOTALS	135	473	13,481	2,344	157	167	428	30	17,215
GRAND TOTALS	867	8,499	160,699	159,115	14,336	908	8,583	1,148	354,155

* See explanation No. 9 on page 52.

(a) Includes 41 students of Ravenshaw College in Bihar and Orissa reading Law only.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION.									
Medical Schools	21	220	117	13	3	1	13	7	395
Normal and Training Schools	242	2,539	1,531	377	493	23	89	22	5,316
Technical and Industrial Schools	63	2,524	1,868	129	44	...	84	26	4,738
Commercial Schools	406	41	10	...	6	14	...	6	483
Agricultural Schools	...	50	...	...	...	...	...	1	51
Schools for Adults	1	11	980	209	51	57	6	10	1,325
Other Schools	81	407	2,397	597	895	161	88	84	4,710
TOTALS	814	5,792	6,903	1,325	1,492	256	280	156	17,018
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Medicine	32	48	92	8	...	13	7	3	203
Education	80	39	18	1	...	...	...	3	141
Law	...	1	5	...	...	...	...	...	6
Agriculture	..	...	1	...	...	...	...	...	1
Commerce	...	...	...	...	...	1	...	...	1
TOTALS	112	88	116	9	...	14	7	6	352
GRAND TOTALS	926	5,880	7,019	1,334	1,492	270	287	162	17,370

* See Explanation No. 9 on page 52.

VI-A.—Men Teachers.

	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	1	173	1,212	1,372	89	...	73	88	882	2,847	1,043	3,890
Local Board and Municipal.	9	1,449	44,571	37,982	592	108	1,172	4,602	39,230	84,603	45,112	129,715
Aided	29	1,367	22,916	17,593	929	58	4,373	20,867	81,751	42,834	107,049	149,883
Unaided	...	28	1,007	620	20	1	280	2,860	10,192	1,675	13,338	15,008
Totals	39	3,017	69,706	57,567	1,630	167	5,898	28,417	132,055	131,959	166,537	298,496
Middle Schools.												
Government	46	411	340	18	11	10	29	60	132	826	231	1,057
Local Board and Municipal.	266	1,158	14,419	1,483	230	32	106	858	6,055	17,556	7,046	24,602
Aided	197	1,200	3,845	1,498	423	198	423	3,966	5,206	7,163	9,793	16,956
Unaided	37	112	782	36	7	27	125	883	1,776	974	2,811	3,785
Totals	546	2,881	19,386	3,035	671	267	683	5,762	13,169	26,519	19,881	46,400
High Schools.												
Government	2,036	1,255	804	57	147	178	392	331	745	4,299	1,646	5,945
Local Board and Municipal.	935	1,183	304	51	342	101	135	218	638	2,815	1,092	3,907
Aided	2,709	2,975	2,313	381	648	1,835	2,689	3,297	5,782	9,026	13,603	22,629
Unaided	161	185	442	28	32	1,230	1,103	1,810	2,076	848	6,219	7,067
Totals	5,841	5,598	3,863	517	1,169	3,344	4,319	5,656	9,241	16,988	22,560	39,548
GRAND TOTALS	6,426	11,496	92,955	61,119	3,470	3,778	10,900	39,835	154,465	175,466	208,978	384,444

VI-B.—Women Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		*Possessing no degree.*				
	A Degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	...	50	222	291	6	1	4	17	358	569	380	949
Local Board and Municipal.	...	112	2,086	3,685	69	4	225	193	4,230	5,952	4,652	10,604
Aided	17	368	3,068	2,165	372	17	405	1,648	6,898	5,990	8,968	14,958
Unaided	1	5	56	62	...	1	12	121	705	124	839	963
Totals	18	535	5,432	6,203	447	23	646	1,979	12,191	12,635	14,839	27,474
Middle Schools.												
Government	15	58	191	83	3	2	8	9	216	350	235	585
Local Board and Municipal.	5	27	197	107	24	5	6	46	171	360	228	588
Aided	64	520	1,136	759	196	40	84	300	1,108	2,675	1,532	4,207
Unaided	2	2	36	2	4	...	4	2	77	46	83	129
Totals	86	607	1,560	951	227	47	102	357	1,572	3,431	2,078	5,509
High Schools.												
Government	68	200	154	14	11	19	34	17	71	447	141	588
Local Board and Municipal.	7	16	28	14	2	1	2	4	2	67	9	76
Aided	276	1,060	506	151	47	69	157	139	648	2,040	1,013	3,053
Unaided	1	8	2	...	1	2	8	...	38	12	48	60
Totals	352	1,284	690	179	61	91	201	160	759	2,566	1,211	3,777
GRAND TOTALS	456	2,426	7,682	7,333	735	161	949	2,496	14,522	18,632	18,128	36,760

VII.—European Education.

Total European and Anglo-Indian population . .	Male 158,027	Percentage to European and Anglo-Indian Population of those at school.	
	Female 92,423		
	Total 250,450	Males 17·70	Females 28·29	Total. 21·61

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and *vice versa*.	Number of Non-Europeans on roll	Teachers. Trained.	Teachers. Untrained.	Expenditure from Govt. funds.	Expenditure from Local funds.*	Expenditure from Fees.	Expenditure from Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges .	5	121	...	18	42	10	1,33,794	200	1,40,480	61,111	3,35,585
Training Colleges	1	14	...	...	2	...	26,963	...	...	...	26,963
High Schools .	69	17,011	872	3,664	583	332	11,10,665	11,239	11,81,400	7,69,821	30,73,125
Middle Schools	44	4,875	1,501	850	180	125	2,33,647	2,100	1,78,380	1,72,340	5,86,467
Primary Schools .	47	2,918	990	334	123	56	80,803	1,035	64,476	98,588	2,44,902
Training Schools	...	...	...	...	...	..	2,251	.	...	...	2,251
Technical and Industrial Schools.	1	140	...	32	2	2	...	.	..	6,000	6,000
Commercial Schools.	...	...	...	...	...	...	...	...	...	...	...
Other schools .	1	19	9	...	4	2	11,164	...	886	...	12,050
TOTALS .	168	25,098	3,372	4,898	936	527	15,99,287	14,574	15 65,622	11 07,860	42,87,743
Institutions for Females.											
Arts Colleges .	1	318	...	111	15	8	9,468	...	13,875	4,215	27,558
Training Colleges	2	49	...	...	10	1	31,792	...	3,891	2,190	37,873
High Schools .	100	17,541	3,039	3,405	902	433	10,53,385	20,189	10,76,899	4,87,924	26,38,397
Middle Schools	64	6,817	1,740	1,356	311	170	2,81,266	5,395	2,35,134	2,12,733	7,34,528
Primary Schools .	63	3,867	1,472	732	127	114	1,06,387	1,505	1,02,117	1,43,059	3,53,068
Training Schools	9	180	...	22	41	3	68,046	..	13,948	21,544	1,03,538
Technical and Industrial Schools.	1	85	...	22	2	4	700	...	...	1,820	2,520
CommercialSchools	4	148	...	9	9	.	13,124	...	12,011	1,242	26,377
Other schools .	1	17	..	...	1	...	11,073	...	...	3,285	14,358
TOTALS .	245	29,022	6,251	5,657	1,418	733	15,75,241	27,089	14,57,875	8,78,012	39,38,217
GRAND TOTALS FOR INSTITUTIONS.	413	54,120	...	10,555	2,354	1,260	31,74,528	41,663	30,23 497	19,85,872	82,25,560
Expenditure on buildings includes Rs. 2,53,854 spent by the Public Works Department.			Inspection . . .				1,29,259	...	...	...	1,29 259
			Buildings, etc. . . .				6,12,027	...	1,85,488	8,15,277	16,12,792
"Miscellaneous" includes the following main items :—			Miscellaneous . . .				10,89,425	1,380	25,61,695	14 10,733	50,63,233
			TOTALS .				18,30,711	1,380	27,47,183	22,26,010	68,05,284
Scholarships, hostel charges and other contingent charges.			GRAND TOTALS .				50,05,239	43,043	57,70,680	42,11,882	1,50 30,844

* Include both District Board and Municipal Funds.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Degree Examinations.												
Arts and Science.												
D. Litt.	...	...	...	...	...	...	...	...	...	...	...	...
Ph. D.	...	10	10	...	4	4	...	...	...	...	...	..
D. Sc.	1	4	5	1	1	2	..	...	...	...	...	...
M. A.	943	342	1,285	674	193	867	29	16	45	18	12	30
M. Sc.	356	40	396	270	22	292	1	...	1	1	..	1
B. A. (Honours)	1,450	217	1,667	836	123	959	62	1	63	53	..	53
B. Sc. (Honours)	346	38	384	169	13	182	2	...	2	2	...	2
B. A. (Pass)	7,547	4 778	12,325	3,588	1,903	5,491	132	130	262	97	62	159
B. Sc. (Pass)	2,002	295	2,297	1,129	116	1,245	7	1	8	2	.	2
Law.												
Master of Law	3	49	52	...	6	6	...	...	...	...	...	...
Bachelor of Law	4,355	264	4 619	2,539	144	2,683	1	1	2	1	1	2
Medicine.												
M. D.	11	5	16	5	4	9	...		...	...	...	...
M. B. B S.	1,595	33	1,628	414	16	430	43	1	44	17	1	18
L. M. S.	23	14	37	8	11	19	3	2	5	1	2	3
M. C. P. & S. (Bombay)	9	...	9	3	...	3	...	...	..	...	...	...
M. S. F. M. (Calcutta).	22	...	22	9	.	9	...	...	...	...	...	...
M. S.	9	4	13	3	2	5	...	...	..	...	...	...
M. Obstetrics	...	..	...	...	...	...	...	...	..	...	...	...
B. Hyg.	4	...	4	1	...	1	...	...	...	...	...	...
D. P. H.	11	8	19	7	6	13	...	...	...	...	...	...
B. Sc. (Sanitary)	26	8	36	8	5	13	...	...	...	...	...	...
D. T. M. (Calcutta).	14	17	31	13	9	22	...	1	1	...	1	1
Engineering.†												
Bachelor of C E.	171	...	171	123	...	123	...	...	...	...	...	...
Bachelor of M. E.	74	...	74	60	...	60	...	...	...	...	...	...
Bachelor of Mining and Metallurgy.§	6	...	6	6	...	6	...	...	...	...	...	...
Education.												
B. E., B. T., & L. T.	572	250	822	461	173	634	52	31	83	48	23	71
Commerce.												
Master of Commerce.‡	4	..	4	3	...	3	...	...	...	...	..	...
Bachelor of Commerce.	289	97	386	156	43	199	...	...	...	...	...	...
Agriculture.												
Master of Agriculture.	...	5	5	..	3	3	...	...	...	...	...	...
Bachelor of Agriculture.	157	...	157	91	...	91	...	...	..	...	...	...

* *i.e.*, appearing from a recognised institution.
† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.
‡ Figures pertain to *Bombay* only. § For *United Provinces* only.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts.	13,833	7,657	21,490	6,632	2,476	9,108	369	382	751	241	174	415
Intermediate in Science.	6,474	572	7,046	3,310	203	3,513	88	13	101	51	2	53
Licentiate of Civil Engineering.	81	1	82	48	...	48	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching.	1,396	111	1,507	1,063	72	1,135	251	5	256	211	5	216
Intermediate or Diploma in Commerce.	754	29	783	471	13	484	1	...	1	1	...	1
Licentiate of Agriculture.	250	...	250	169	...	169	1	...	1	1	...	1
Veterinary Examinations.	169	...	169	125	...	125	...	...	...	...	...	...
SCHOOL EXAMINATIONS.												
(a) *On completion of High School course.*												
Matriculation	39,335	3,751	43,086	22,849	1,315	24,164	666	212	878	400	116	516
School Final, etc.	29,770	3,830	33,600	21,751	2,375	24,126	700	84	784	542	40	582
European High School.	341	4	345	201	1	202	285	7	292	171	2	173
Cambridge School certificate.	427	177	604	266	20	286	260	17	277	51	6	157
(b) *On completion of Middle School course*												
Cambridge Junior	616	5	621	400	...	400	409	3	412	251	2	253
European Middle	639	...	639	364	...	364	551	14	565	368	13	381
Anglo-Vernacular Middle.	69,565	345	69,910	51,112	118	51,230	3,088	66	3,154	2,259	31	2,290
Vernacular Middle	48,004	8,413	56,417	29,447	2,684	32,131	3,900	987	4,887	1,948	373	2,321
(c) *On completion of Primary course*												
Upper Primary	211,820	128	211,948	157,745	90	157,835	13,893	103	13,996	9,829	54	9,883
Lower Primary	462,639	587	463,226	345,696	523	346,219	52,447	31	52,478	38,938	30	38,968
(d) *On completion of Vocational course.*												
For teacher's certificates—												
Vernacular, Higher.	4,967	990	5,957	3,608	415	4,023	1,610	70	1,680	1,230	39	1,269
Vernacular, Lower.	10,001	2,147	12,148	7,016	864	7,880	812	33	845	521	19	540
At Art Schools	1,120	67	1,187	563	28	591	17	...	17	12	...	12
At Law Schools	41	...	41	41	...	41	..	...	...	...	...	..
At Medical Schools	1,503	219	1,722	750	132	882	130	8	138	85	3	88
At Engineering Schools†.	752	372	1,124	542	164	706	...	...	...	..	...	...
At Technical and Industrial Schools	2,520	1,157	3,677	2,023	775	2,798	356	293	649	306	184	490
At Commercial Schools.	2,334	5,140	7,474	1,053	1,541	2,594	48	26	74	28	9	37
At Agricultural Schools.	265	...	265	246	...	246	...	..	...	...	..	...
At other Schools.	5,642	310	5,952	2,823	170	993	15	...	15	9	...	9

* *i.e.*, appearing from a recognised institution.
† Include *Survey* School.

MGIPC—S4—III-11-3—21-10-30.—650.

EDUCATION, INDIA.

2306
1934

EDUCATION IN INDIA

IN

1928-29.

ROYAL ASIATIC SOCIETY'S LIBRARY OF THE BOMBAY BRANCH OF THE

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1931

Price As. 14 or 1s. 6d.

Government of India Publications are obtainable from the Government of India Central Publication Branch, 3, Government Place, West, Calcutta, and from the following Agents :—

EUROPE.

OFFICE OF THE HIGH COMMISSIONER FOR INDIA,
INDIA HOUSE, ALDWYCH, LONDON, W. C. 2.
And at all Booksellers.

INDIA AND CEYLON: Provincial Book Depôts:

MADRAS:—Superintendent, Government Press, Mount Road, Madras.
BOMBAY:—Superintendent, Government Printing and Stationery, Queen's Road, Bombay.
SIND:—Library attached to the Office of the Commissioner in Sind, Karachi.
BENGAL:—Bengal Secretariat Book Depôt, Writers' Buildings, Room No. 1, Ground Floor, Calcutta.
UNITED PROVINCES OF AGRA AND OUDH:—Superintendent of Government Press, United Provinces of Agra and Oudh, Allahabad.
PUNJAB:—Superintendent, Government Printing, Punjab, Lahore.
BURMA:—Superintendent, Government Printing, Burma, Rangoon.
CENTRAL PROVINCES AND BERAR:—Superintendent, Government Printing, Central Provinces, Nagpur.
ASSAM:—Superintendent, Assam Secretariat Press, Shillong.
BIHAR AND ORISSA:—Superintendent, Government Printing, Bihar and Orissa, P. O. Gulzarbagh, Patna.
NORTH-WEST FRONTIER PROVINCE:—Manager, Government Printing and Stationery, Peshawar.

Thacker, Spink & Co., Calcutta and Simla.
W. Newman & Co., Ltd., Calcutta.
S. K. Lahiri & Co., Calcutta.
The Indian School Supply Depôt, 309, Bow Bazar Street, Calcutta.
Butterworth & Co. (India), Ltd., Calcutta.
M. C. Sarcar & Sons, 15, College Square, Calcutta.
Standard Literature Company, Limited, Calcutta.
Association Press, Calcutta.
Chukervertty, Chatterjee & Co., Ltd., 13, College Square, Calcutta.
The Book Company, Calcutta.
James Murray & Co., 12, Government Place, Calcutta.
(For Meteorological Publications only.)
Ray Choudhury & Co., 68-5, Ashutosh Mukherji Road, Calcutta.
Scientific Publishing Co., 9, Taltola Lane, Calcutta.
Chatterjee & Co., 3-1, Bacharam Chatterjee Lane, Calcutta.
Standard Law Book Society, 8-2, Hastings Street, Calcutta.
The Hindu Library, 3, Nandalal Mullick Lane, Calcutta.
Kamala Book Depôt, Ltd., 15, College Square, Calcutta.
Bengal Flying Club, Dum Dum Cantt., on Aviation.
Kali Charan and Co., Municipal Market, Calcutta.
B. C. Basak, Esq., Proprietor, Albert Library, Dacca.
Mitra Brothers, Rajshahi.
Higginbothams, Madras.
Rochouse and Sons, Madras.
G. A. Nateson & Co., Publishers, George Town, Madras.
Theosophical Publishing House, Adyar, Madras.
P. Varadachary & Co., Madras.
S. Murthy & Co., Madras.
City Book Co., Madras.
Law Publishing Co., Mylapore, Madras.
Bright & Co., Trivandrum.
The Booklovers' Resort, Talkad, Trivandrum, South India.
V. M. Gopalakrishna Kone, Pudumandapam, Madura.
Central Book Depôt, Madura.
Vijapur & Co., Vizagapatam.
Thacker & Co., Ltd., Bombay.
D. B. Taraporevala Sons & Co., Bombay.
Sunder Pandurang, Bombay.
Ram Chandra Govind & Sons, Kalbadevi Road, Bombay.
N. M. Tripathi & Co., Booksellers, Princess Street, Kalbadevi Road, Bombay.
New & Secondhand Bookshop, Kalbadevi Road, Bombay.
Mrs Radhabai Atmaram Sagoon, Kalbadevi Road, Bombay.
J. M. Pandia & Co., Bombay.
Gatulal & Co., Bombay.
A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.
S. Govind & Co., Sandhurst Road, Girgaon, Bombay.
Bombay Book Depôt, Girgaon, Bombay.
Bennett Coleman and Co., Ltd., The Times of India Press, Bombay.
Proprietor, New Kitabkhana, Poona.
The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.
Rama Krishna Bros., Opposite Vishrambag, Poona City.
S. P. Bookstall, 21, Budhwar, Poona.
Mangaldas & Sons, Booksellers and Publishers, Bhaga Talao, Surat.
The Standard Book and Stationery Co., 32-33, Arbab Road, Peshawar.
R. B. Umadikar & Co., The Bharat Book Depôt, Dharwar.
The Students' Own Book Depôt, Dharwar.
Shri Shankar Karnataka Pustaka Bhandara, Malamuddi, Dharwar.
The Standard Bookstall, Karachi, Quetta, Delhi, Murree and Rawalpindi.
The Karachi Book Depôt, Elphinstone Street, Camp, Karachi.
The English Bookstall, Karachi.
The Standard Bookstall, Quetta.
U. P. Malhotra & Co., Quetta.
J. Ray & Sons, 43, K. & L., Edwardes Road, Rawalpindi, Murree and Lahore.
The Standard Book Depôt, Lahore, Nainital, Mussoorie, Dalhousie, Ambala Cantonment and Delhi.
N. B. Mathur, Supdt., Nazir Kanun Hind Press, Allahabad.
The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.
Ram Dayal Agarwala, 184, Katra, Allahabad.
Ram Narain Lal, Katra, Allahabad.
The Indian Army Book Depot, Dayalbagh, Agra.
Narayan & Co., Meston Road, Cawnpore.
The Indian Army Book Depôt, Jullundur City—Daryaganj, Delhi.
Manager, Newal Kishore Press, Lucknow
The Upper India Publishing House, Ltd., Literature Palace, Ammuddaula Park, Lucknow.
Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.
Rama Krishna & Sons, Booksellers, Anarkali, Lahore.
Puri Brothers, Booksellers and Publishers, Katcheri Road, Lahore.
The Tilak School Bookshop, Lahore.
The Standard Bookstall, Lahore.
The Proprietor, Punjab Sanskrit Book Depôt, Saidmitha Street, Lahore.
The Insurance Publicity Co., Ltd., Lahore.
The Punjab Religious Book Society, Lahore.
The Commercial Book Co., Lahore.
The University Book Agency, Kachari Road, Lahore.
Manager of the Imperial Book Depôt, 63, Chandney Chawk Street, Delhi.
J. M. Jaina and Bros., Delhi.
Fono Book Agency, New Delhi, Simla.
Oxford Book and Stationery Company, Delhi Lahore, Simla, Meerut and Calcutta.
Supdt., American Baptist Mission Press, Rangoon.
The Modern Publishing House, Ltd., 30, Phayre Street, Rangoon.
Burma Book Club, Ltd., Rangoon.
Manager, The "Hitavada," Nagpur.
Bhisey Brothers, Booksellers and Stationers, Sitabaldi, Nagpur.
S.C. Talukdar, Proprietor, Students & Co, Cooch Behar.
The Manager, Ceylon Observer, Colombo.
The Manager, The Indian Book Shop, Benares City.
Nandkishore & Bros., Chowk, Benares City.
The Srivilliputtur Co-operative Trading Union, Ltd., Srivilliputtur (S. I. R.).
Raghunath Prasad & Sons, Patna City.
The Students' Emporium, Patna.
K. L. Mathur & Bros., Guzri, Patna City.
Kamala Book Stores, Bankipore, Patna.
G. Banerjee and Bros., Ranchi.
Dandekar Brothers, Indore City.
Pustakalaya Sahayak Sahakari, Ltd., Baroda.
M. C. Kothari, Raipura Road, Baroda.
The Hyderabad Book Depôt, Chaderghat, Hyderabad (Deccan).
Thakur & Co., Amraoti.
S. Krishnaswami & Co., Teppakulam P. O., Trichinopoly Fort.
National College Teachers' Union Book Depôt, Trichinopoly.
Superintendent, Bangalore Press, Lake View, Mysore Road, Bangalore City.

AGENT IN PALESTINE:—Steimatzky, Jerusalem.

TABLE OF CONTENTS.

Preface.

PAGE.

I. General Summary 1

II. University Education 10

III. Secondary Education 21

IV. Primary Education (Boys) 25

V. Education of Girls 31

VI. Professional and Technical Education 35

VII. Education of Europeans and Anglo-Indians 40

VIII. Education of Muhammadans 42

IX. Education of the Depressed Classes 44

X. Miscellaneous 46

APPENDIX—

General Educational Tables for British India for 1928-29 . . 51

PREFACE.

The report on the progress of education in India for the year 1927-28 was published recently. The present report is for the year 1928-29 and carries the history of education in India down to March 31, 1929. I take this opportunity to express my obligations to provincial Directors of Public Instruction from whose reports I have borrowed freely in writing these two reviews.

A. H. MACKENZIE,
Offg. Educational Commissioner
with the Government of India.

SIMLA;
August, 1930.

EDUCATION IN INDIA
IN
1928-29

I.—General Summary.

Hartog Committee on Education.—The most notable event of the year was the appointment of the Auxiliary Committee to the Indian Statutory Commission, under the Chairmanship of Sir Philip Hartog, to make enquiries into the growth of education in British India and to prepare a " review of the growth of education " with particular reference to its organisation in British India and its relation to political and constitutional conditions and potentialities of progress. The committee toured through the various provinces conducting its enquiries and collecting evidence, but its report was not published until after the close of the year.

Statistical progress.—So far as progress can be measured by statistics the year was one of considerable advance, although the rate of expansion was slower than in the previous year. The number of recognised institutions of all kinds increased by 3,984 to 223,794 and their enrolment by 387,841 to 11,547,997. The corresponding increases in the previous year were 8,762 and 630,806. The total number of scholars in all institutions, both recognised and unrecognised, was over 12 millions, representing about five per cent. of the total population. The statement given below compares the figures of institutions and scholars for 1928-29 with those of the previous year.

Types of Institutions.	Number of institutions.		Number of scholars.	
	1929	1928	1929	1928
Recognised Institutions.				
Universities	16	15	8,078	7,562
Arts Colleges	242	236	68,527	65,952
Professional Colleges	71	71	17,652	17,162
High Schools	2,834	2,759	873,168	828,854
Middle Schools	9,753	9,240	1,238,808	1,173,700
Primary Schools	201,088	197,299	9,013,591	8,712,968
Special Schools	9,190	10,190	327,673	353,958
Total of Recognised Institutions	223,794	219,810	11,547,997	11,160,156
Unrecognised Institutions	34,222	34,914	618,342	615,066
Grand total of all Institutions	258,016	254,724	12,165,839	11,775,222

The decrease of 26,285 scholars in special schools is mainly accounted for by the closure during the year of over 1,000 inefficient schools for adults in the Punjab. The number of unrecognised institutions declined slightly but their enrolment increased by over 3,000.

Stages of instruction of pupils.—The following table gives the number of scholars in the various stages of instruction in arts colleges and secondary and primary schools:—

Stages of Instruction.	No. of scholars in institutions for Males.	No. of scholars in institutions for Females,
Graduate and post-graduate classes	21,959	296
Intermediate classes	42,845	781
Secondary stage	987,788	53,843
Primary stage	8,847,683	1,238,899
TOTAL	9,900,275	1,293,819

The reasons for the difference between these figures and those given in the table on page 1 are that the classification of intermediate colleges and secondary and primary schools is not the same in all provinces and many institutions enrol students who are at a lower stage of instruction than that at which these institutions primarily aim.

Pupils by communities.—The following table is of interest; it compares the state of education among the principal communities of India:—

Community.	Number of scholars.	Percentage to population of the community.
Europeans and Anglo-Indians	48,686	18·5
Indian Christians	385,327	13·7
Hindus	7,669,451	4·7
Muhammadans	3,115,169	5·2
Budhists	621,980	5·4
Parsis	20,337	22·7
Sikhs	167,282	7·1
Others	137,206	2·1
TOTAL	12,165,528	4·9

Expenditure.—The total expenditure on education increased by Rs. 1,24,54,928 from Rs. 25,82,77,325 to Rs. 27,07,32,253. Towards this expenditure, government funds contributed 48·7 per cent., district board and municipal funds 14·6 per cent., fees 21·3 per cent. and all other sources (endowments, subscriptions, contributions, etc.) 15·4 per cent. The proportion of cost met from these sources, however, varies considerably from province to province. In most provinces, the proportion of cost met from Government funds was between 50 and 60 per cent. The average annual cost per scholar remained practically the same as last year, *viz.*, Rs. 23 for the whole of British India. This cost was met as follows:—government funds—Rs. 11-6-8, local funds—Rs. 3-6-7, fees—Rs. 5-0-1, and other sources—Rs. 3-9-9. The provincial figures ranged from Rs. 16 in Assam to Rs. 96 in Central India.

Provincial statistics.—The four tables which follow summarise the salient features of educational progress in the different provinces in British India. For more detailed figures, reference may be made to the individual provincial reports on education for 1928-29.

(i) Number of Institutions.

Province.	No. of Recognised Institutions.			No. of Unrecognised Institutions.			Total No. of Institutions.		
	1929.	1928.	Increase (+) or Decrease (—).	1929.	1928.	Increase (+) or Decrease (—).	1929.	1928.	Increase (+) or Decrease (—).
Madras	56,016	53,627	+2,389	2,078	2,643	—565	58,094	56,270	+1,824
Bombay*	15,714	15,452	+262	1,380	1,318	+62	17,094	16,770	+324
Bengal	63,009	61,786	+2,123	1,583	1,568	+15	65,402	63,354	+2,138
United Provinces	23,774	23,269	+505	2,524	2,578	—54	26,298	25,847	+451
Punjab	12,818	13,754	—936	5,282	5,306	—24	18,100	19,060	—960
Burma †	7,282	7,122	+160	18,290	18,325	—35	25,572	25,447	+125
Bihar and Orissa	31,048	32,023	—975	1,695	1,773	—78	32,743	33,796	—1,053
Central Provinces and Berar	5,240	5,228	+12	241	192	+49	5,481	5,420	+61
Assam	6,068	5,753	+315	582	554	+28	6,650	6,307	+343
North-West Frontier Province	913	843	+70	238	275	—37	1,151	1,118	+33
Coorg	111	113	—2	20	16	+4	131	129	+2
Delhi	323	291	+32	28	64	—36	351	355	—4
Ajmer-Merwara	241	223	+18	64	86	—22	305	309	—4
Baluchistan	100	99	+1	180	177	+3	280	276	+4
Bangalore	108	104	+4	17	20	—3	125	124	+1
Minor Administered Areas ‡	129	123	+6	20	19	+1	149	142	+7
Total British India	223,794	219,810	+3,984	34,222	34,914	—692	258,016	254,724	+3,292

* Figures for *Aden* are included under Bombay. † Figures for both *Burma Proper* and the *Federated Shan States* are given under *Burma*.
‡ *Administered areas* in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States.

(ii) *Number of Scholars.*

Province.	No. of Scholars in Recognised Institutions.			No. of Scholars in Unrecognised Institutions.			Total No. of Scholars in all Institutions.			Percentage of Total Scholars to Population.	
	1929.	1928.	Increase (+) or Decrease (—).	1929.	1928.	Increase (+) or Decrease (—).	1929.	1928.	Increase (+) or Decrease (—).	1929.	1928.
Madras	2,729,237	2,586,544	+142,693	63,519	74,128	—10,609	2,792,756	2,660,672	+132,084	6·6	6·2
Bombay*	1,196,823	1,162,578	+34,245	37,009	32,373	+4,636	1,233,832	1,194,951	+38,881	6·4	6·2
Bengal	2,567,357	2,446,678	+120,679	57,865	55,034	+2,831	2,625,222	2,501,712	+123,510	5·6	5·3
United Provinces . .	1,426,672	1,368,807	+57,865	64,811	65,536	—725	1,491,483	1,434,343	+57,140	3·3	3·2
Punjab	1,115,083	1,148,568	—33,485	105,686	99,563	+6,123	1,220,769	1,248,131	—27,362	5·9	6·0
Burma †	503,564	478,441	+25,123	201,614	197,441	+4,173	705,178	675,882	+29,296	5·3	5·1
Bihar and Orissa . .	1,089,628	1,102,471	—12,843	41,157	44,590	—3,433	1,130,785	1,147,061	—16,276	3·3	3·4
Central Provinces and Berar	422,470	407,938	+14,532	9,366	6,936	+2,430	431,836	414,874	+16,962	3·1	3·0
Assam	316,530	295,541	+20,989	22,558	21,540	+1,018	339,088	317,081	+22,007	4·4	4·0
North-West Frontier Province.	77,295	70,581	+6,714	4,857	6,175	—1,318	82,152	76,756	+5,396	3·6	3·4
Coorg	9,766	9,787	—21	405	422	—17	10,171	10,209	—38	6·2	6·7
Delhi	37,241	30,626	+6,615	1,870	2,456	—586	39,111	33,082	+6,029	8·0	6·7
Ajmer-Merwara . . .	15,658	13,724	+1,934	2,793	4,166	—1,373	18,451	17,890	+561	3·7	3·6
Baluchistan . . .	6,391	5,846	+545	2,808	2,717	+91	9,199	8,563	+636	2·2	2·0
Bangalore	14,276	13,915	+361	669	800	—131	14,945	14,715	+230	12·6	12·4
Minor Administered Areas ‡	19,506	18,111	+1,395	1,355	1,189	+166	20,861	19,300	+1,561	9·0	8·4
Total—British India .	11,547,497	11,160,156	+387,341	618,342	615,066	+3,276	12,165,839	11,775,222	+390,617	4·9	4·8

* Figures for *Aden* are included under *Bombay*. † Figures for both *Burma Proper* and the *Federated Shan States* are given under *Burma*.
‡ *Administered areas* in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States.

(iii) Distribution of Scholars in Recognised Institutions, 1929.

Province.	No. of Scholars in Institutions for Males.								No. of Scholars in Institutions for Females.						
	In Universities.§	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.
Madras	...	13,439	2,324	145,987	27,847	2,194,961	24,895	2,409,453	376	56	13,521	5,835	295,178	4,818	319,784
Bombay*	61	7,132	2,667	74,632	24,208	904,587	18,955	1,032,292	...	...	11,975	3,575	147,037	1,944	164,531
Bengal	1,998	20,469	5,500	238,550	169,297	1,561,743	129,758	2,147,315	353	43	11,550	8,876	397,355	1,865	420,042
United Provinces	4,321	6,253	3,502	68,052	88,991	1,140,010	25,759	1,336,888	150	8	5,361	23,180	60,062	1,023	89,784
Punjab	18	10,691	1,908	121,959	451,119	363,490	63,866	1,013,051	128	39	8,395	17,286	73,937	2,247	102,032
Burma†	1,583	106	43	45,914	135,807	244,769	18,747	446,969	...	...	7,141	14,194	34,353	907	56,595
Bihar and Orissa‡	...	3,710	983	44,698	75,642	876,629	18,060	1,019,122	7	...	939	4,572	64,079	909	70,506
Central Provinces and Berar.	...	1,645	379	5,950	95,541	284,597	2,430	390,542	...	...	211	6,349	24,747	621	31,928
Assam	...	1,160	80	17,294	37,632	229,563	7,614	293,343	...	...	1,380	4,076	17,641	90	23,187
North West Frontier Province.	...	525	39	10,733	23,765	33,556	118	68,736	...	..	119	2,943	5,463	34	8,559
Coorg	...	...	...	735	...	8,098	12	8,845	...	...	241	...	680	...	921
Delhi	97	1,269	...	4,376	6,640	16,053	2,059	30,494	51	81	685	1,947	3,942	41	6,747
Ajmer-Merwara	...	168	...	2,989	1,213	8,621	195	13,186	...	...	287	267	1,903	15	2,472
Baluchistan	...	...	...	1,847	1,504	1,902	13	5,266	...	...	...	912	213	...	1,125
Bangalore	...	243	...	2,080	1,989	4,784	96	9,192	299	...	955	1,015	2,753	62	5,084
Minor Administered Areas.‡	...	353	...	4,318	1,734	7,256	455	14,116	...	...	844	852	3,629	65	5,390
TOTAL BRITISH INDIA	8,078‖	67,163	17,425	809,564	1,142,929	7,880,619	313,032	10,238,810	1,364	227	63,604	95,879	1,132,972	14,641	1,308,687

*Figures for *Aden* are included under *Bombay*.

†Figures for both *Burma Proper* and the *Federated Shan States* are given under *Burma*.

‡*Administered areas* in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States.

§*In teaching departments* of universities both *Arts* and *Professional*). ‖ Includes 389 students enrolled in the professional departments.

(iv) *Expenditure on Education, 1929.*

Province.	Total Expenditure.			Percentage of Expenditure from				Average Annual Cost Per Scholar to				Total Cost.
	1929.	1928.	Increase (+) or Decrease(—)	Government Funds.	Board Funds.	Fees.	Other Sources.	Government Funds.	Board Funds.	Fees.	Other Sources.	
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Madras	5,42,33,333	4,78,91,181	+63,42,152	50·6	13·1	17·0	19·3	10 3 8	2 10 7	3 7 0	3 14 5	20 3 8
Bombay*	3,97,30,411	3,91,11,628	+6,18,783	49·6	18·1	18·3	14·0	16 7 5	6 0 6	6 1 1	4 10 2	33 3 2
Bengal	4,33,98,109	4,14,72,735	+19,25,374	35·2	6·3	41·1	17·4	6 0 0	1 1 7	6 14 5	2 14 5	16 14 5
United Provinces	3,75,93,161	3,54,06,431	+21,86,730	55·7	13·2	15·0	16·1	14 10 11	3 7 7	3 15 4	4 3 9	26 5 7
Punjab	3,07,83,644	3,02,10,555	+5,73,089	56·0	12·9	20·0	11·1	15 7 2	3 9 1	5 8 6	3 0 11	27 9 8
Burma†	2,16,29,743	2,18,44,339	—2,14,596	49·5	18·7	18·6	13·2	21 4 0	8 0 3	7 15 11	5 11 1	42 15 3
Bihar and Orissa	1,80,43,389	1,86,66,725	—6,23,336	35·5	29·7	21·4	13·4	5 14 0	4 14 8	3 8 8	2 3 7	16 8 11
Central Provinces and Berar	1,14,61,089	1,11,38,879	+3,22,210	58·2	21·2	12·5	8·1	15 12 9	5 12 0	3 6 4	2 3 0	27 2 1
Assam	51,43,957	47,12,122	+4,31,835	58·8	11·4	16·3	13·5	9 8 9	1 13 8	2 10 5	2 3 2	16 4 0
North-West Frontier Province	26,16,988	24,12,151	+2,04,837	66·2	10·4	8 8	14·6	23 12 5	3 11 5	3 2 5	5 4 0	35 14 3
Coorg	2,39,710	2,30,400	+9,310	58·9	20·2	17·6	3·3	14 7 0	4 15 3	4 5 2	0 12 10	24 8 3
Delhi	21,20,650	19,35,780	+1,84,870	48·7	16·5	18·0	16·8	27 12 5	9 7 2	10 4 6	9 9 4	57 1 5
Ajmer-Merwara	8,90,122	6,51,764	+2,38,358	56·0	6·6	19·6	17·8	31 13 9	3 11 10	11 1 7	10 2 3	56 13 5
Baluchistan	4,92,628	4,72,593	+20,035	59·3	13·4	16·4	10·9	45 14 7	10 5 11	12 11 4	8 7 4	77 7 2
Bangalore	9,36,877	8,77,281	+59,596	40·0	4·9	31·8	23·3	31 9 3	3 14 2	25 0 8	18 5 10	78 13 11
Minor Administered Areas ‡	14,18,442	12,42,761	+1,75,681	22·3	11·7	23·9	42·1	16 3 10	8 7 7	17 5 9	30 10 4	72 11 6
TOTAL—BRITISH INDIA	27,07,32,253	25,82,77,325§	+1,24,54,928	48·7	14·6	21·3	15·4	11 6 8	3 6 7	5 0 1	3 9 9	23 7 1

* Figures for *Aden* are included under Bombay. † Figures for both *Burma Proper* and the *Federated Shan States* are given under *Burma*.
‡ *Administered areas* in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States. §Revised figures.

Statistics of Universities in India, 1929.

University.	Type.	Original Date of Foundation.	Faculties.*	No. of Members of Teaching Staff.		No. of Students.		No. of Students who graduated in Arts and Science.	Remarks.
				In University Departments.	In Affiliated Colleges.	In University Departments.	In Affiliated Colleges		
1	2	3	4	5	6	7	8	9	10
1. Calcutta . .	Teaching and Affiliating.	1857	A., Sc., L., M., Eng.	200	1,268	1,171	2,928	2,384	The University also awards degrees in Commerce and Education.
2. Bombay .	Teaching and Affiliating.	1857	A., Sc., L., M. .	4	524	61	11,240	1,087	The University was reconstituted in 1928. It also awards degrees in Commerce, Education, Agriculture and Engineering.
3. Madras .	Teaching and Affiliating.	1857	A., Sc., L., M., Eng., Ed., Ag., Com., F. A.	24	1,157	131	15,967	1,677	The University was reconstituted in 1923. It also awards degrees or diplomas in Oriental Learning and Economics.
4. Punjab .	Teaching and Affiliating.	1882	O., A., Sc., M., L., Ag., Com.	58	844	19	12,962	1,121	Faculty of Arts included Education. The figure in Col. 7 represents research scholars and excludes Honours School students enrolled in affiliated colleges.
5. Allahabad .	Unitary .	1887	A., Sc., L., Com. .	104	..	1,427	..	303	The University was reconstituted in 1921.
6. Benares Hindu.	Unitary .	1916	A., Sc., O., Th., L., M.	182	..	2,359	..	169	Faculty of Science includes Engineering. The University also awards diplomas in Education.

* *Abbreviations* :—A. = *Arts*; Ag. = *Agriculture*; Com. = *Commerce*; Ed. = *Education* (*Teaching*); Eng. = *Engineering*; F. = *Forestry*; F. A. = *Fine Arts*; L. = *Law*; M. = *Medicine*; O. = *Oriental Learning*; Sc. = *Science*; Tech. = *Technology*; Th. = *Theology*.

N. B.—The term "Affiliated Colleges" in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by, a University.

Statistics of Universities in India, 1929—contd.

University.	Type.	Original Date of Foundation.	Faculties.*	No. of Members of Teaching Staff.		No. of Students.		No. of Students who graduated in Arts and Science.	Remarks.
				In University Departments.	In Affiliated Colleges.	In University Departments.	In Affiliated Colleges.		
1	2	3	4	5	6	7	8	9	10
7. Mysore† .	Unitary .	1916	A., Sc., Eng., and Tech., M.	291	..	3,307	..	260	The University is located at two centres—Mysore and Bangalore. It also awards degrees in Commerce and Education.
8. Patna . .	Affiliating .	1917	A., Sc., Ed., L., Eng., M.	..	318	..	4,967	483	....
9. Osmania† .	Teaching .	1918	A., Th., Sc., M., Eng., Ed., L.	103	22	562	175	63	Figures of the Intermediate Colleges recognised by the University are shown under "Affiliated Colleges".
10. Aligarh Muslim.	Unitary .	1920	A., Sc., L., Ed., Th.	70	45	1,096	491	268	There are no Faculties, but there are Departments of Studies in various subjects. Figures for the Intermediate College of the University are shown under "Affiliated Colleges".
11. Rangoon .	Unitary .	1920	A., Sc., M., Eng., F., Ed.	128	12	1,583	106	118	There are no Faculties but there are Boards of Studies in various subjects. The figures in Cols. 6 and 8 relate to the Intermediate College at Mandalay which is managed by the University.

12. Lucknow .	Unitary .	1920	A., Sc., M., L., Com., Ed., O.	113	10	1,619	41	201	Figures for the Isabella Thoburn College, which is recognised by the University, are given under "Affiliated Colleges".
13. Dacca . .	Unitary .	1921	A., Sc., L. . .	94	..	1,228	∞	170	Figures for the Teachers' College, Dacca, which is associated with the University, are not given. Medical students, who took their Science courses at the University, are also excluded. The University also awards degrees in Commerce and Education.
14. Delhi . .	Teaching .	1922	A., Sc., L. . .	12	89	96	1,327	164	....
15. Nagpur .	Teaching and Affiliating.	1923	A., Sc., L., Ed., Ag.	5	89	157	1,441	181	....
16. Andhra .	Affiliating .	1926	A., Sc., M., Ed., O.	..	363	..	3,798	466	....
17. Agra . .	Affiliating .	1927	A., Sc., Com., L., Ag.	..	302	..	2,373	579	....
18. Annamalai .	..	..	..	..	..	..	..	..	The University started work after the close of the period under review. The figures for its colleges are included under the Madras University.

* *Abbreviations* :—A. = *Arts*; Ag. = *Agriculture*; Com. = *Commerce*; Ed. = *Education (Teaching)*; Eng. = *Engineering*; F. = *Forestry*; F. A. = *Fine Arts*; L. = *Law*; M. = *Medicine*; O. = *Oriental Learning*; Sc. = *Science*; Tech. = *Technology*; Th. = *Theology*.

N. B.—The term "Affiliated Colleges" in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by, a University.

† Situated in an Indian State and outside British India.

II.—University Education.

Statistics.—There are now eighteen universities in India, of which two are situated in Indian States. The foregoing table gives some particulars about these universities. The following paragraphs indicate the chief developments which have taken place during the year under review.

Agra University.—The University has made considerable progress with the framing of statutes and regulations and has taken steps towards the improvement of teaching in the affiliated colleges. Regulations have been passed to prevent students from appearing at the final Law and M.A. or M.Sc. examinations in the same year. Maximum limits have been prescribed for the working periods of a teacher in a college and a system of moderation of question papers and of thorough inspection of colleges has been introduced.

Aligarh Muslim University.—With the advance of education among the Muslim community the pressure of admission to the university has increased and admission had to be refused to about 200 students for want of class-room and hostel accommodation. The university authorities have taken prompt and vigorous action on the recommendations of the Rahimtoolah Enquiry Committee. The Pro-Vice-Chancellor recorded with appreciation the spirit of helpfulness and the measure of co-operation on the part of staff and students extended to him in the work of restoring the prestige of the University. "Discipline and attendance both improved and the most hopeful augury for the future is the love of the students for their *alma mater.*"

Allahabad University.—Provision has been made for the teaching of German to students who intend to proceed overseas for study. A professor was appointed to the Arabic-Persian department, which hitherto had been in charge of a reader. As judged by the success of students at the various competitive examinations for the all-India services, the standard of teaching is high and the university maintains a good reputation for research work carried out by staff and students. Additional buildings are required for the library and for hostels. To meet these needs the university appealed to the public for funds, but the response was poor.

Andhra University.—The Legislative Council passed measures substituting Vizagapatam for Bezwada as the headquarters of the university and excluding the Ceded Districts and Chittoor from its jurisdiction. The study of a vernacular language was made compulsory for the Intermediate examination.

Annamalai University.—This is the youngest university in India. It owes its origin to the generosity of Sir Annamalai Chettiyar who gave a sum of Rs. 26 lakhs for the endowment of the university. An Act to establish the university was passed in 1928. The Sri Minakshi College, the Sri Minakshi Tamil College and the Sri Minakshi Sanskrit College, which had been founded at Chidambaram and endowed by Sir Annamalai Chettiyar, were incorporated in the new university. The Government of Madras contributed a sum of

Rs. 20 lakhs to the permanent endowment fund of the university and gave further grants of Rs. 7½ lakhs non-recurring for buildings and equipment and Rs. 1½ lakhs recurring for general purposes.

Benares Hindu University.—The university was carrying a heavy burden of debt and recurring expenditure exceeded recurring income. But there were good prospects of a liberal grant from the Government of India towards the liquidation of the debt and the Vice-Chancellor, Pandit Madan Mohan Malaviya, was busily engaged in collecting funds. His Highness the Maharajah of Jodhpur has generously endowed the Jodhpur chair of technology and the Irwin chair of agriculture. A separate faculty of medicine and surgery (Ayurvedic) has been instituted. A stimulus has been given to physical training by the erection of a gymnasium at a cost of Rs. 40,000, collected by subscription.

Bombay University.—A new University Act came into operation in January 1929. The chief provisions of the Act were to extend the elective principle for the composition of the various authorities of the university and to entrust the technical part of university work to a newly constituted body, the Academic Council, which is composed entirely of persons connected directly with education. That there is something seriously wrong with either the standards of admission to university classes or the quality of teaching given in them is shown by the remarks of examiners. The examiner in English at the Intermediate Arts Examination said that the papers betrayed " ignorance of even the most elementary principles of composition " and abounded in errors. " The average student does not bother to read his texts but is content to learn by heart second-hand opinions on them, gleaned from cheap bazaar cram books." The examiner in English at the M.A. examination wrote in a similar strain. He said, " One cannot help feeling that the M.A. examination is taken by many students as a kind of gamble ". The Director says that the chief reasons for the unsatisfactory condition of university teaching are the unwieldy size of college classes, which makes efficient tutorial work impossible, and the fact that " the majority of students want a degree merely as a passport to employment and are content to scramble through anyhow ".

Calcutta University.—The post-graduate classes continue to expand; there were 1,227 students on the rolls as against 950 in the previous year. A Bill for the reorganization of the university was drafted and a committee considered the question of the future of the post-graduate department and connected financial problems. The Bill was under the consideration of Government and the committee was still sitting at the close of the year.

Dacca University.—The Dacca University Act was amended in order to make the Executive Council the chief authority of the university. Important changes in the ordinances and regulations included the introduction of a teachers' certificate in practical English and the recognition of commerce as a subject for the B.A. degree examination. There were 796 students in the university. " The increase in numbers continue to be slower than was

anticipated before the starting of the university and further efforts on the part of the university authorities seem desirable to bring home to the students of the eastern part of the province the facilities that Dacca offers both for taking a degree course in ideal surroundings and as an alternative centre to Calcutta for higher work."

Delhi University.—The financial position of the university was relieved by a grant of Rs. 45,000 from the Government of India. Government appointed a committee to consider the future of the university. The most important of the recommendations of this committee were that the Viceregal Lodge Estate, including all buildings on it, should be transferred to the university, that Intermediate classes should not be separated from the university, that the university should take complete responsibility for all the teaching of science subjects and for the teaching for B.A. Honours and M.A. courses in other subjects and that the university should appoint professors (to be selected by a body independent of the present colleges) " who would be in a position to direct and influence the teaching of the colleges ". Governmnt had not passed orders on the report of the committee by the end of the year.

Lucknow University.—The chief need of the university is a maternity hospital for the Medical College. Students have now to go to Madras for practical training in gynaecology. An up-to-date chemistry block was completed at a cost of three lakhs of rupees given by Government. The library has been improved by additional grants of Rs. 10,000 non-recurring from Government and Rs. 9,000 recurring from university funds. A gratifying feature of the year's working of the university union was the restoration of harmonious relations between Hindu and Muslim members.

Madras University.—A separate faculty of Fine Arts has been constituted and a few colleges are offering Indian music as a subject for the Intermediate examination. As opposed to these developments efforts were made to extend facilities for vocational training; a Bachelor of Commerce degree course was instituted and proposals were formulated for raising the Institute of Commerce to the status of a commercial college. Each college was required to depute a graduate to undergo training for nine months at the Y.M.C.A. National School of Physical Education, the university having agreed to meet two-thirds of the cost. The graduates, when trained, will be appointed as Physical Training Directors of their colleges. All affiliated colleges were inspected by a University Inspection Commission. After consideration of the report of this Commission the Senate resolved that there was no need for instituting any more universities in the area now under the jurisdiction of the Madras University.

Nagpur University.—The most important event of the year was the formation of a University Training Corps which reached a strength of 221 by the close of the year. A stimulus to mathematical studies at the university was given by the Indian Mathematical Conference which met at Nagpur under the presidency of Sir C. V. Raman. There is some doubt whether the university is

maintaining a sufficiently high standard. The Director of Public Instruction says, " The Principal of Morris College considers that the standard of university examinations is lower than that of corresponding examinations in Morris College. This observation should give food for reflection to the university authorities ".

Patna University.—The vexed question of the control of the university over the colleges at Patna and over their staff was settled during the year. Government are of opinion that the creation of a university service is at the present time impracticable and have therefore decided that no change should be made in the present arrangement for staffing and managing the colleges. But with a view to giving the university a voice in the selection of candidates for appointments to government colleges, Government will, when making appointments, take the advice of a permanent selection board on which the Syndicate of the university will be represented. There will be a central university board which will control intercollegiate teaching and non-collegiate hostels and the discipline and corporate life of the students in general. The Syndicate has been reconstituted and now consists of the Vice Chancellor, the Director of Public Instruction, nine teachers and seven non-teachers.

Punjab University.—Much attention has been devoted to the problem of the proper training of the more brilliant students. In science subjects considerable success has been attained and higher standards established with a satisfactory output of original work. In arts subjects, where concentration at one centre is more difficult, policy has oscillated and opinion is still divided. Nevertheless some attempts have been made to solve the problem and these efforts have helped to improve the general standard of higher teaching. An Academic Council, consisting mainly of teachers, has been instituted. This has relieved the Syndicate of an increasing amount of academic business. The university machinery has been overhauled and the disposal of business simplified. An interesting new development has been the institution of a diploma in arts for girls. The object of the course is to provide a general training for girls who do not seek professional qualifications. It is intended to be a three years' course from the average age of fourteen to seventeen corresponding to the period devoted to matriculation courses and the first intermediate year. The Vice Chancellor says, " On the whole, it may be claimed that there has been a development of academic ideals, a quickening of the academic conscience and a growing sense of the solidarity of the teaching body, not only in the central circle of university teachers but throughout the affiliated colleges ". On the other hand the Director of Public Instruction quotes figures to show that there is serious " wastage " in the collegiate and university stage of education and says, " The figures afford ample proof that the university has scarcely been successful in making the right adjustment of admission to graduation standards, and that, in consequence, the university is burdening itself, and is encouraging the colleges to burden themselves, with a very large number of students who have little or no chance of completing the course successfully

and on whom the expenditure of money intended for higher education is very largely wasted ".

Rangoon University.—There is similar wastage also in the Rangoon University. Only two-fifths of the students who join the university pass the Intermediate examination and of those who pass less than three-fourths obtain a degree, *i.e.*, only 30 per cent. of the students who enter the university obtain a degree at the end of four years. In the matter of hostel accommodation the university now compares favourably with most of the new universities in England and the university college " can boast of playing-fields second to none "; there are several football and hockey grounds, a cricket ground and 25 tennis courts. With these facilities it is hoped that " a large number of the more ordinary players can now take part instead of remaining spectators ". Boxing, too, was not without adherents and there was a flourishing rowing club. His Excellency the Chancellor in his address to Convocation observed that " the Rangoon University, young though it is, is already building up an impressive record of research work ".

Indian Institute of Science, Bangalore.—The total expenditure for the year was approximately Rs. 5½ lakhs, which was met from the funds of the Institute and contributions of Rs. 1½ lakhs from the Government of India, Rs. 50,000 from the Government of Mysore and Rs. 10,000 from each of the Governments of Madras and Hyderabad. The total number of students was 114, of whom 52 held scholarships. The staff and students read at the Indian Science Congress, Madras, 76 papers on researches, which covered a wide field. During the year fourteen students obtained technical appointments.

The Inter-University Board has not yet had much influence on university policy in India but it has done a considerable amount of useful work in collecting information and in stimulating thought regarding current university problems, *e.g.*, the standardization of legal education in India, the facilities for physical training in Indian universities, the desirability of introducing geography in university courses, the periods of work which should be prescribed for teachers of various grades. The Board also put certain universities into touch with distinguished teachers from abroad who were available for lecturing at university centres and arranged for two sectional conferences, one of representatives of the five universities in the United Provinces and the other of representatives of the two universities in Bengal. It brought out a revised edition of its useful *Handbook of Indian Universities* and issued a pamphlet, " Facilities for Oriental Studies and Research at Indian Universities ". It may be claimed that the Board meets a real need in the educational organization of India. A weakness in its constitution is that Science is not represented.

Indian students abroad.—That there is need for an organization to assist Indian students who go abroad for study is clear from the figures given in the interesting report on the working of the Education Department of the office of the High Commissioner for

the year 1928-29. Thirty years ago the number of Indian students in Great Britain was about 400. The number now is well over 2,000. Including students at universities on the Continent and in the United States of America the total number who are abroad in one year is not far short of 2,500. Assuming an average course of three years, it would seem that each year over 800 young Indian students proceed abroad for further study or training of some kind or other. The Education Department of the office of the High Commissioner is rendering service of the greatest value to these students and through them to India. A mere catalogue of the duties and functions of the Department shows how admirably it is fulfilling its purpose. It is the main channel through which applications for the admission of Indian students are submitted to British educational institutions. The Department has consequently the duty of watching the regulations of British and Indian universities so far as these may bear on the admission of Indian students to British institutions. This work necessarily involves a considerable amount of correspondence and in the majority of cases correspondence is supplemented by personal interviews, of which there were over 4,500 in 1928-29. In order to be in a position to carry out its advisory work with accuracy and despatch the Department has to maintain itself as an up-to-date bureau of information covering the whole field of education. For this purpose it has compiled a *Handbook for Indian Students* of which the fifth edition has been published. The Department gives valuable assistance to the Indian Governments in arranging for and supervising the work of government scholars and paying their allowances. In collaboration with the Indian Stores Department it makes arrangements for placing technical scholars in factories, works or on railways for practical training. It also undertakes the guardianship of Indian students when parents so desire. Some idea of the work involved in this duty may be gathered from the fact that in 1928-29 the Department administered £30,000 sent to it from private sources. Finally there is the social and welfare work of the Department, including the supervision of a hostel for Indian students, the maintenance of a list of suitable lodgings and the administration of a loan fund, from which assistance is given to students who are in temporary distress or are stranded in England without the means of returning to India. The report of the Department emphasizes again that the Indian students who benefit from study abroad are those who are well equipped for higher study before they leave India and have reached an age when they have a sense of values and are able to appreciate and understand the best aspects of western life and civilization. Such students are usually welcomed at British educational institutions and do well. The failures are those who drift to England, without the necessary preliminary training for study there and with little or no idea of the exact purpose of their proposed training in Great Britain or of the use to which they are to put it on their return to India. Such students " return to their homes in many cases disgruntled and embittered, with no definite qualifications for employment of any kind and only too often completely

divorced in thought or feeling from the kindly family life and interests of their own people".

Examinations.—The four tables which follow show the results of examinations conducted by the universities and provincial boards.

(*a*) NUMBER OF UNIVERSITY GRADUATES AND UNDERGRADUATES.

Province.	Year.	Number of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Madras	1916-17	1,243	184	16	15	107	...	...	...	9,625	259	30	...	...	11,479
	1921-22	1,176	340	44	15	256	...	...	...	8,425	381	144	...	...	10,781
	1926-27	1,027	283	46	23	172	...	20	...	11,566	527	152	...	115	13,931
	1927-28	2,020	313	54	13	261	...	19	...	15,919	629	240	728	...	20,196
	1928-29	1,938	312	75	13	231	..	19	...	17,614	614	466	839	1,764	23,885
Bombay	1916-17	673	158	78	47	32	26	30	...	4,702	614	189	...	305	6,884
	1924-22	775	303	132	35	29	31	46	...	4,478	1,349	174	...	315	7,667
	1926-27	1,150	286	215	65	43	57	29	...	6,743	1,210	303	...	396	10,497
	1927-28	927	398	176	70	42	57	41	...	6,690	573	305	...	406	9,685
	1928-29	1,004	380	159	98	58	64	62	...	6,796	642	302	...	424	9,989
Bengal	1916-17	2,233	488	125	6	50	...	...	...	17,866	984	78	...	...	21,830
	1921-22	2,726	504	148	12	86	...	...	...	16,851	1,667	63	...	257	22,314
	1926-27	2,213	786	263	27	109	61	...	...	24,382	(*a*)	(*a*)	...	46	27,917
	1927-28	2,536	591	198	38	132	55	...	...	21,200	(*b*)478	208	...	42	25,478
	1928-29	2,962	862	270	45	143	61	...	...	21,504	1,318	217	...	...	27,382
United Provinces	1916-17	675	649	51	..	35	...	11	...	4,537	137	...	...	37	6,132
	1921-22	995	416	44	...	108	...	5	...	4,803	314	94	199	475	7,453
	1926-27	1,664	769	37	81	125	97	...		3,685	221	223	3 6	184	7,402
	1927-28	1,803	769	32	62	149	90	13	6	3,838	367	205	308	323	7,965
	1928-29	2,089	809	42	75	158	124	...	...	4,125	390	368	339	304	8,823
Punjab	1916-17	612	69	16	.	40	..	.	...	1,362	76	...	625	...	2,800
	1921-22	745	199	56	...	43	...	14	1	4,147	377	...	96	222	5,900
	1926-27	894	176	44	...	69	...	30	...	7,037	555	...	...	160	8,965
	1927-28	981	197	45	...	80	...	16	...	7,575	531	...	...	231	9,656
	1928-29	1,064	182	35	...	76	...	27	...	8,220	563	...	106	893	11,266
Burma	1916-17	53	...	...	...	...	.	...	...	682	...	...	...	...	735
	1921-22	69	17	...	...	...	...	...	...	214	...	...	...	144	444
	1926-27	92	19	...	...	...	..	...	...	1,254	65	41	...	8	1,479
	1927-28	125	25	...	...		...	..		1,420	68	52	...	11	1,701
	1928-29	119	51	...	...	...	...			1,380	72	59	...	12	1,693
Bihar and Orissa	1916-17	232	25	...	...	6	...	...	...	2,534	...	...	...	...	2,797
	1921-22	265	72	...	...	16	...	...	...	2,252	...	...	...	15	2,620
	1926-27	357	228	6	...	30	..	...	...	3,511	113	71	...	...	4,356
	1927-28	400	257	18	...	6	...	...	...	3,656	186	97	...	...	4,620
	1928-29	471	212	25	20	4	...	...	...	3,902	196	105	...	...	4,935
Central Provinces and Berar	1916-17	118	145	...	...	23	...	...	...	993	..	...	...	...	1,279
	1921-22	77	87	...	.	24	...	.	...	597	...	...	...	...	785
	1926-27	165	55	...	...	22		...	...	1,192	...	...	...	37	1,471
	1927-28	159	96	...	...	20	...	5	...	1,290	...	...	...	59	1,629
	1928-29	222	61	.	.	25	...	8	...	1,418	...	...	...	97	1,831

(*a*) Information not available. (*b*) Figures of the Calcutta Medical College are excluded.

(*a*) NUMBER OF UNIVERSITY GRADUATES AND UNDERGRADUATES—*contd.*

Province.	Year.	Number of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Assam	1916-17	50	3	...	...	...	...	..	...	740	...	...	...	...	793
	1921-22	119	8	...	...	...	..	...	...	839	...	...	...	...	966
	1926-27	82	20	...	...	..	...		...	1,040	...	...	...	...	1,142
	1927-28	103	15	...	...	...	...	...	...	1,029	...	...	...	...	1,147
	1928-29	157	21	...	...	...	...	...	...	1,183	..	...	...	...	1,360
Delhi	1916-17	27	..	...	...	...	...	.	...	118	...	...		...	145
	1921-22	75		...	...	...	...	...	...	556	85	...	...	...	716
	1926-27	130	49	...	...	...	..	...	...	1,140	...	...	...	...	1,319
	1927-28	112	51	...	...	...	...	...	...	1,143	...	...	...	...	1,306
	1928-29	149	51	4	...	.		...	...	1,252	...	...	...	...	1,456
Other Minor Administrations.	1916-17	18	1	...	...	1	...	...	...	199	...	...	..	...	219
	1921-22	24	...	...	..	...	...	...	...	249	...	...	...	...	273
	1926-27	33	1	2	...	...	...	...	...	500	..	...	...	...	586
	1927-28	123	1	1	...	15	...	...	..	533	...	..	...	...	673
	1928-29	158	...	4	...	16	...	...	...	595	...	...	...	...	773
Total of all Provinces	1916-17	5,934	1,722	286	68	294	26	41	...	48,358	2,100	297	625	342	55,093
	1921-22	7,046	1,946	424	62	562	31	65	1	48,411	4,173	475	295	1,428	59,919
	1926-27	7,887	2,672	613	196	570	215	79	...	62,050	2,731	790	316	946	79,065
	1927-28	9,289	2,713	524	183	705	202	94	6	64,293	2,832	1,107	1,036	1,072	84,056
	1928-29	10,333	2,941	614	251	711	249	116	...	68,088	3,795	1,517	1,284	3,494	93,393

(*b*) NUMBER OF UNDERGRADUATES IN INSTITUTIONS CONTROLLED BY PROVINCIAL BOARDS OF EDUCATION IN 1928-29.

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	* 1,112	...	.	1,112
United Provinces	4,131	...	616	4,747
Ajmer-Merwara (controlled by the U. P. Board).	106	...	...	106

* Includes figures for Islamic Studies, Dyeing and Commerce.

(c).—*Results of Examinations in Arts*

Nature of Examination.	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allahabad.	Lucknow.	Benares Hindu.	Agra.
Matriculation.									
Number of candidates	61	...	(a)8,535	15,415	...	...	...	510	...
,, passes	11	...	(a)5,189	10,298	...	...	...	318	...
Percentage of passes	18·0	...	(a)60·79	66·8	...	...	...	62·3	...
Intermediate Arts.									
Number of candidates	(b)7,078	2,991	1,574	3,351	...	...	...	201	...
,, passes	(b)2,255	865	662	1,640	...	...	...	87	...
Percentage of passes	(b)31·9	28·9	42·05	48·9	...	...	...	43·2	...
Intermediate Science.									
Number of candidates	...	...	955	3,279	...	...	...	156	...
,, passes	...	...	482	1,813	...	...	...	70	..
Percentage of passes	...	...	50·47	55·2	...	...	...	44·0	...
Bachelor of Arts (Honours).									
Number of candidates	190	...	382	602	65	...	10	11	...
,, passes	153	...	323	445	36	...	8	1	..
Percentage of passes	80·5	...	84·55	73·9	55·4	...	80·0	9·1	...
Bachelor of Arts (Pass).									
Number of candidates	(c)	1,118	824	3,017	157	299	203	224	505
,, passes	1,244	418	371	1,364	72	210	146	133	287
Percentage of passes	...	37·4	45·02	45·2	37·5	71	71·92	59·4	56·83
Bachelor of Science (Honours).									
Number of candidates	...	...	...	236	25	26	5	9	...
,, passes	...	...	...	180	13	20	5	1	...
Percentage of passes	...	...	...	76·2	52·0	76·9	100	11·1	...
Bachelor of Science (Pass).									
Number of candidates	...	...	366	888	62	116	66	69	122
,, passes	...	...	223	461	49	84	48	34	83
Percentage of passes	...	...	60·92	51·9	66·1	75·0	65·15	50·0	68·03
Master of Arts.									
Number of candidates	106	...	110	361	55	77	65	48	129
,, passes	72	...	77	239	46	64	61	44	110
Percentage of passes	67·9	...	70·00	66·2	83·6	84	93·85	91·6	85·27
Master of Science.									
Number of candidates	...	...	17	198	35	35	31	15	17
,, passes	..	...	11	101	24	33	31	12	14
Percentage of passes	...	...	64·70	51·01	68·5	94	100	80·0	82·35

(a) The Bombay University does not hold a Matriculation Examination. A school leaving examination
(b) Includes figures for
(c) The number cannot be stated as the candidates may at their
(d) Includes figures for

and Science of Indian Universities, 1929.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania.	Total.	Nature of Examination.
									Matriculation.
377	14,322	...	...	4,676	...	...	461	44,357	Number of candidates.
260	8,596	...	...	1,886	...	...	117	26,675	,, passes.
68·9	60·0	...	...	40·3	...	...	25·4	60·14	Percentage of passes
									Intermediate Arts
380	2,038	261	(*b*) 578	1,299	287	335	233	20,606	Number of candidates.
218	1,030	117	(*b*) 226	509	159	122	129	8,019	,, passes.
57·4	50·5	44·8	(*b*) 39·01	39·2	55·4	36·4	55·4	38·92	Percentage of passes
									Intermediate Science.
173	1,362	115	...	522	177	470	...	7,209	Number of candidates.
86	623	48	...	187	133	165	...	3,607	,, passes.
49·7	45·7	44·8	...	35·8	75·1	35·1	...	50·03	Percentage of passes.
									Bachelor of Arts (Honours).
1	231	39	20	114	...	...	...	1,665	Number of candidates.
1	80	32	17	57	...	...	...	1,153	,, passes.
100	34·5	82·1	85·0	50·0	...	...	...	69·25	Percentage of passes.
									Bachelor of Arts (Pass).
265	1,621	184	83	786	304	(*c*)	(*d*) 155	9,745	Number of candidates.
210	777	110	46	283	156	200	(*d*) 57	6,084	,, passes
79·2	47·9	59·7	55·42	36·0	51·3	...	36·8	62·43	Percentage of passes
									Bachelor of Science (Honours).
10	5	3	18	10	...				
5	1	1	15	4	...	...	...	347	Number of candidates.
50·0	20·0	33·3	83·33	40·0	...	...	...	245	,, passes.
					...	...	...	70·61	Percentage of passes.
									Bachelor of Science (Pass).
67	145	86	74	88	57	(*c*)	...	2,156	Number of candidates.
52	87	21	39	41	33	60	...	1,810	,, passes.
77·6	60·0	58·3	52·70	46·6	57·8	...	...	60·76	Percentage of passes.
									Master of Arts
70	216	31	2	106	26	54	6	1,462	Number of candidates.
47	118	19	1	69	24	41	5	1,037	,, passes.
67·1	54·6	61·2	50 0	66·0	92·3	75·9	83·33	70·93	Percentage of passes.
									Master of Science.
13	45	...	3	14	11	8	8	445	Number of candidates.
9	23	...	2	7	9	2	8	286	,, passes.
69·2	51·1	...	66·7	50·0	81·8	66.7	100	64·27	Percentage of passes.

is held by a special Board constituted jointly by the University and Government.
Intermediate Science.
option take the examination as a whole or appear by parts separately.
Bachelor of Science.

(d) Results of examinations conducted by Provincial Boards of Education, 1929.

Nature of Examination.	Madras S. S. L. C. Board.	Dacca Intermediate and Secondary Board.	United Provinces High School and Intermediate Board.	Burma English and A. V. and Secondary Board.	Central Provinces High School Board.	Hyderabad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.
High School or Leaving certificate.							
Number of candidates .	(a)	323	8,156	2,404	1,633	477	1,417
,, passes .	9,432	223	4,945	765	895	256	784
Percentage of passes	...	69·0	60·6	32·0	54·8	54·0	55·3
Intermediate Arts.							
Number of candidates .	...	(b)296	(d)2,520	...	...	...	...
,, passes .	...	166	(d)1,375	...	...	...	...
Percentage of passes .	...	56·1	54·6	...	...	...	...
Intermediate Science.							
Number of candidates	...	(c)161	...	...	...	...	...
,, passes .	...	102	...	...	...	...	...
Percentage of passes .	...	63·4	...	...	...	...	...

(a) Complete information not available.

(b) Excludes 81 candidates (of whom 44 passed) in Intermediate examination in Islamic studies.

(c) Excludes 31 and 22 candidates (of whom 9 and 14 passed) in Intermediate examination in Dyeing and in Commerce respectively.

(d) Includes figures for Intermediate Science.

III. Secondary Education.

Statistics.—The number of secondary schools of all kinds increased by over 600 to 12,587 and their enrolment by about 9,500 to 2,111,976. These figures, however, do not include the scholars who were reading in the Intermediate colleges but, on the other hand, include pupils reading in the primary stage in high and middle schools. The number of pupils reading in secondary (*i.e.*, middle and high) stages was as follows:—

Type of institution.	Number of secondary scholars in institutions	
	For males.	For females.
Intermediate colleges	1,605	117
High schools	606,379	32,331
Middle schools	379,761	21,357
Primary schools	43	38
Total	987,788	53,843
	1,041,631	

It will be observed that the number of pupils in the middle and high stages is barely fifty per cent. of the total enrolment of secondary schools, more than half the pupils enrolled being in the primary classes. As reported last year, the policy of converting primary schools into lower middle schools was continued in the Punjab; this province alone accounts for an increase of 320 secondary schools during the year under review. The total expenditure on secondary education increased by over Rs. 45 lakhs to Rs. 7,67,32,289. This amount was distributed as follows:—

	Rs.
High schools for males	4,42,01,804
High schools for females	61,20,655
Middle schools for males	2,26,94,909
Middle schools for females	37,14,921
Total	7,67,32,289

Quality.—At one end of the scale there are some schools well-organised and efficient. At the other end there are many schools which are no better than cramming establishments. In between there are the majority, struggling to maintain a level of mediocrity. There is an ever-increasing demand for secondary education. But funds are not available to provide sufficient trained teachers or even accommodation for the growing number of pupils. The managers of aided schools are usually in financial straits and therefore, in order to obtain some additional fee income, admit new pupils even when there are not facilities for teaching them. Thus, in Bengal there was a substantial increase in the number of aided

secondary schools and in their enrolment, but there were no funds for giving them additional aid and " the Department was therefore left in the most unsatisfactory position of having to carry on and hope for better days ". In the neighbouring province of Assam no assistance could be given to the existing schools, which badly needed it, but " new schools are being opened on all sides ". These are inefficient; it is impossible for them to be efficient when their only sources of income are an uncertain subscription list and inadequate fees. In the Bombay presidency there has been no increase in the allotment for grants to secondary schools during the last five years, with the result that the amount provided is inadequate to pay the full grants admissible under the terms of the grant-in-aid code even to those schools which are already recognised. In other provinces also the increasing demand for secondary education is creating financial problems which will not be solved unless, as in other countries, the number of pupils admitted to secondary schools is restricted to those who are fit to profit by a secondary education.

Instruction.—The Punjab report refers to defects which are general throughout India—carelessness in written work, loose thinking and cramming. In the majority of schools the absence of necessary equipment, the paucity of trained teachers, the overcrowding of class rooms and, above all, the dominance of examinations are responsible for dull stereotyped methods of teaching. But the Education Departments are aware of these defects and are doing what they can, with the limited funds available, to improve the teaching. Here and there experiments are being made with the Dalton Plan, manual training is making its way slowly into the schools, nature study is finding a place in the curriculum and there is improvement in the teaching of drawing. Given the funds, the Departments could do much more than they are now doing for the extension of practical training through educational handwork and elementary science.

Teachers.—In most provinces the pay and prospects of teachers in secondary schools have improved considerably during the last decade. Also on account of increasing competition in other professions men of high qualifications and good ability are now willing to undergo training for the profession. But there is still a disposition on the part of teachers to work along the old grooves and to wait for orders rather than to devise and put into practice new methods of teaching. What is needed is more earnestness and enthusiasm on the part of the teacher. But his work is frequently rendered difficult by the interference of the managing bodies of private institutions in the internal affairs of the school and by the lack of consideration with which some of these bodies treat their teachers. In the United Provinces the Government have compelled aided schools to adopt a carefully prepared agreement which will establish the relations between managers and teachers on a clear and well-defined basis. The general adoption of agreements of this kind would do much to build up a self-respecting teaching profession. It is desirable also that some pressure should be brought to

bear on managing bodies through the leverage of the grant-in-aid to employ trained teachers, as there is often a tendency among them " to appoint untrained relations and cousins, generally unsuccessful vakils ".

Examinations.—Assam bitterly complains of the dominance of the Calcutta University matriculation examination. " It is a snare and delusion to the youths of Assam in that it certifies them as fit for collegiate education when they are absolutely unfit ". Consequently thousands of rupees are wasted annually in the province on collegiate expenses by the parents of boys who can never profit by collegiate instruction or return even a fraction of these expenses by the results of their education. The report quotes figures to show that the Calcutta University is continuing to " subordinate the standards of the examination to the need for fees ". At least half of the boys who pass are unfit to enter the university. Their admission to the college makes the employment of the usual methods of university instruction impossible. The general standard of work in the colleges is lowered and the professors are over-burdened with the task of trying to impart knowledge to pupils who are still only fit for the school room. Examination scandals due to the leakage of question papers are much less frequent than they used to be, but disquieting reports come from Madras. " The most disturbing element in connexion with the public examinations is the leakage of question papers. It is a humiliating fact that it is impossible to conduct any public examination in this Presidency unless elaborate arrangements are made, minute rules laid down and every precaution, which secrecy and ingenuity can devise, adopted. Leakage of question papers could be stopped at once if an articulate public opinion condemned it and was strong enough to require co-operation with the authorities and the supply of evidence as to the source of the evil ". There is also a trade in bogus question papers and complaints were actually preferred by parent purchasers of bogus papers because none of the questions appeared in the genuine papers!

Unemployment.—These evils are probably mainly due to the keen struggle for employment. Unemployment amongst those who have passed through secondary schools is increasing rapidly and has become a grave social problem. The problem has been examined in some provinces by committees, but while some of them have collected interesting statistics they have not been able to make constructive proposals which offer an adequate solution. In India the openings for the educated classes are much fewer than in Western countries and there is the additional difficulty that many boys and young men, although unfit for higher education, have been admitted to secondary schools and colleges, where they spend several years in a vain effort to obtain certificates or degrees, and find when they emerge from these institutions that there are no suitable openings for them and that they are unemployable in professions or trades which demand trained intelligence.

Physical training.—In all provinces the importance of physical training is receiving greater recognition, probably because of the

interest which the central and provincial legislatures have taken in the matter. But there are practical difficulties which are not always realised by those who press for compulsory physical training. Some of these are mentioned in the Assam report. The majority of the pupils are day scholars. " Many come with an apology for a meal taken at 10 A.M. and have to remain without food till 4-30 P.M." Boys who have to walk some miles—not an inconsiderable number in many high schools—take their morning meal earlier and get home later. In the circumstances it is not possible to compel the pupils to do physical exercises for thirty or forty minutes during the day, especially when there are no arrangements for changing clothes. In the Central Provinces the experiment of holding early morning and afternoon school was tried " in order that students might not have to go too long without food " but the scheme was found to be unworkable. The best course would be to arrange for a light cheap midday meal for all pupils. But there are economic and social difficulties in the way of such an arrangement. In many schools, physical training is left entirely to a drill instructor. As the Bombay report says, " The teachers as a rule do not take readily to games and regard them rather as an imposition than as something for which they ought to have a taste ". Notwithstanding these difficulties physical training is making good progress. In the Punjab the " play-for-all " movement has been in force for the last few years and is said to be of great value in bringing home to the teacher " the necessity of all boys taking exercise and of his own participation in the games together with the boys ". In the United Provinces improved methods of physical training are spreading through the efforts of the three superintendents of physical training who are attached to the training colleges at Allahabad, Lucknow and Agra. In some provinces there are athletic tournaments which arouse great keenness although, as in the North-West Frontier Province, " it must be acknowledged that the league system occasionally has to face a serious obstacle in the shape of inter-school rivalry amounting almost to animosity ".

Medical inspection.—Some provinces are endeavouring to improve their systems of medical inspection. Thus in the Punjab efforts are being made to follow up inspection by treatment. " In the cities boys requiring medical treatment attend the hospital and present to the officer in charge inspection cards on which the nature of the treatment is stated ". But parents are indifferent, unless the complaints of the children are obviously troublesome, and teachers are apathetic. In the United Provinces conferences of heads of institutions, school medical officers, the civil surgeons and medical officers of health, with the inspector as president, were held in each division to enlist the co-operation of all the authorities concerned. As a result the working of the scheme has improved. But the greatest need continues to be the establishment of central school dispensaries to ensure that advice will be succeeded by treatment. In the Central Provinces medical inspection was carried out in all government anglo-vernacular schools by assistant surgeons and assistant medical officers. " Wherever this work is carefully done

results have been found to be satisfactory ". Defects of sight and teeth were brought to the notice of parents; but unfortunately they " do not always act on the advice given ". In Peshawar there was an experimental scheme of medical inspection, which " conclusively proved the need for such inspections ". Accordingly the scheme is being extended in the North-West Frontier Province. In Assam it is reported that " the inspection though necessarily somewhat perfunctory is of value ". In one province efforts have been made to introduce a somewhat elaborate scheme of medical inspection in rural schools. It is doubtful whether much can be attempted in rural areas, on account of the lack of facilities for treatment. Probably some good would result from the modest measures suggested by a Punjab inspector: " With a bucket of clean water, a little soap and clean towels, some *datans* (indigenous tooth brushes)," and boric acid the teacher can at least ensure that the children start their day's work with clean hands, faces, teeth and eyes.

Hostels.—There is great need for better hostels for aided anglo-vernacular schools and district board vernacular middle schools. Many aided schools use as hostels ill-ventilated and ill-lighted houses situated in insanitary surroundings. The picture which the Central Provinces report gives of hostels attached to vernacular middle schools is true of such hostels in other provinces. " Rooms are generally badly ventilated, dark and small; boys in most cases do their own cooking often in the same room in which they sleep ". While the problem of hostel accommodation is important it is equally important that superintendents should introduce more interest into hostel life so that the residential system may be effective in producing its intended results, an improvement in the health and character of the boys who are in residence. One inspector of schools in the Punjab says " I cannot say much for the supervision of these hostels.....Nowhere have I seen a sensible programme drawn up for the supervision of cleanly bodily habits, for regular exercise, for regular meals, for friendly talks between the superintendent and the pupils regarding current events of importance, for lantern lectures, indoor games, etc."

IV. Primary Education (Boys).

Statistics.—The number of primary schools for boys increased by 2,738 from 168,648 to 171,386 and their enrolment by 218,952 from 7,661,667 to 7,880,619. These figures do not include the number of pupils reading in primary sections of secondary schools; the number of such pupils was 966,353 in 1928-29, of whom 203,185 were in high schools and 763,168 in middle schools. The increase in the number of pupils was shared by all provinces except the Punjab and Bihar and Orissa. In these provinces, the number of pupils decreased by 26,030 and 21,842 respectively. The decrease in the Punjab is due partly to the conversion of primary schools into vernacular middle schools and partly to the closure of a number of inefficient schools. In Bihar and Orissa, the fall is ascribed to

financial reasons, to the failure of crops and to the exclusion of many unaided schools that had never been formally recognised. It is noteworthy that in each of these provinces, the enrolment in class I alone (the lowest class in primary schools) decreased by about 40,000 and that every other class showed a substantial rise in enrolment. In the Punjab, although there has been a decrease in enrolment there has been a substantial increase in the average attendance of pupils.

Insufficient funds.—Of the various causes which retard the progress of primary education the most serious is lack of funds. " The crux of the whole problem is money ", says the Bombay report. " If sufficient funds were available much more could be done ". In the Bihar and Orissa report also the need for more money is emphasized. " The outstanding problem at present is one of finance.....We need far more money ". In Western countries programmes for expansion are worked out and if these are approved additional taxation is imposed in order that funds may be obtained to give effect to the programmes. But in India provincial and local revenues are inelastic. Accordingly many proposals for the development of vernacular education have to be postponed or put into force only to a limited extent because there is no expanding revenue from which the cost can be met. Bihar and Orissa was in a particularly bad plight in 1927-28. " In the three years ending with 1925-26, Government were able to give all the boards large new recurring grants. Nothing of the kind was possible in 1926-27; this did not matter much, for few of the boards had fully spent the grants already given to them. In 1927-28 things began to take a more serious turn: no more money was available: the demand for more schools and teachers was pressing: more teachers came out from the training schools and expected higher stipends ". But funds were insufficient to meet these demands. On the contrary, some boards had in the previous year mortgaged part of their income for 1928-29 and accordingly had to retrench, with the result that there was a decrease of about 900 in the number of primary schools and of about 22,000 in the number of pupils. In the Punjab there is much complaint that towards the end of the year the payment of teachers' salaries is postponed until the beginning of the next year. " It is by these doubtful means that some local bodies tide over their financial embarrassments ". What the Assam report says is true of all provinces: " If any real approach to general literacy is to be made during the present generation it will be necessary to provide funds very much more freely than has been done in the past, even to the extent of doubling or trebling our expenditure on primary education ".

Administration.—But such funds as are available are not always used to the best advantage. Some local authorities put party and personal advantages before educational efficiency. The Central Provinces report says, " Excessive personal interest was shown by members of many district councils in the transfer of teachers. This is much to be deprecated. If transfers are made for personal

reasons and not on merit and in the interests of the public, efficiency is bound to deteriorate ". In the United Provinces also an undesirable feature of the administration of education by district boards has been the frequency with which teachers have been transferred during a school session. The Director says that " the reasons for transfer have often no relation to educational efficiency and are frequently discreditable to the controlling authority ". In the Punjab, " ill-timed transfers of teachers from one place to another are less than they used to be, but in some districts this undesirable practice is far too common ". It is certain that education cannot flourish in rural areas unless and until transfers are reduced to reasonable and moderate proportions and are made solely in the interests of the schools. The Assam report says that " in certain areas there are too many schools and in many no school is met for miles together ". The Director endorses the views of an inspector that what is needed is a thorough and careful survey, but that " the busy local board is not the proper machinery " for this work and he supports the inspector's proposal that in each sub-division there should be a separate school-board with executive officers of the Government on it " to organise primary education into a sound system with the limited funds available ".

Teachers.—In some provinces considerable sums of money are required in order to provide teachers with a living wage. In Bengal there were 59,000 teachers employed in primary schools. On the average each teacher " received a pittance of Rs. 9½ per mensem for his work, the pay ranging from as little as Rs. 5 to Rs. 14 a month ". To give the teachers an average increase of only Re. 1 a month would cost approximately Rs. 7 lakhs a year. In Assam " everyone is agreed that the village school teacher is poorly paid, heavily worked and inconsiderately treated ". The Inspector of Schools, Jubbulpore Circle, Central Provinces, writes: " Some district boards do not pay the minimum salary fixed for trained men, for the first year or so of their service, and thus try to reduce their expenditure. This practice causes heart-burning and is not likely to prove beneficial in the long run ". The Inspector of the Chhattisgarh Circle says, " On the whole, as compared with other departments, the conditions of service in vernacular schools are too disappointing to attract young men ". In the North-West Frontier Province, " many schools have at present only one master and their average attendance of fifty-four is far beyond the efficient control of one man ". The Punjab report strikes a more cheerful note. The Inspector of Vernacular Education is of opinion that " the teachers' thrift societies have done much to increase contentment and happiness among them " and that " the teachers' conferences and refresher courses are resulting in a greater efficiency in teaching and in school organization ". The United Provinces report says that the inadequacy of the number of sub-deputy inspectors (the average number of schools in charge of a sub-deputy inspector is now 109) makes it difficult for the district inspecting officer to keep personal contact with the teachers in village schools. Such contact is required in order to help and guide teachers, especially as

special attention has now been directed towards improvement in methods of teaching in infant classes in an endeavour to remove the stagnation generally found in preparatory sections of primary schools.

Wastage.—As in previous reports the following table is inserted in order to indicate the extent of " wastage " in primary schools.

Class.	* Number of pupils in 1927-28.	* Number of pupils in 1928-29.	Wastage.
I	5,406,913	5,563,353	—
II	1,858,236	1,883,936	3,522,977
III	1,243,619	1,315,060	543,176
IV	803,155	857,409	386,210
TOTAL .	9,311,923	9,619,758	—

* These figures are for both boys' and girls' schools; separate figures for boys' schools are not available.

This table shows that out of nearly 5·40 million pupils reading in class I in 1927-28, less than 1·90 million were reading in class II in 1928-29; out of nearly 1·85 million pupils reading in class II in 1927-28 less than 1·32 million were reading in class III in 1928-29; out of nearly 1·24 million pupils reading in class III in 1927-28 about 0·86 million were reading in class IV in 1928-29. The wastage, although considerable, is not quite as large as the figures would appear to indicate, as the enrolment of class I includes not only those pupils who are expecting promotion in the month succeeding the collection of statistics but also those pupils who have only recently been admitted to the schools. Much can be done to reduce wastage by restricting admissions as far as possible to the first month of the session and thus making it possible for the teacher to form classes of pupils with fairly uniform attainments. This restriction has been enforced in some districts of Bihar and Orissa and the results are reported to be very encouraging. Wastage can be reduced also by improved methods of teaching in infant classes. In the United Provinces the interest of teachers and of the district inspecting staff has been aroused in modern methods of teaching infants " in an endeavour to secure a more normal standard of promotion ". Much can be achieved also by the elimination of the single-teacher school in which a teacher is expected to deal single-handed with three or four classes. A school formed by combining two single-teacher schools to form a two-teacher school is much more efficient than either of the single-teacher schools. But it is difficult to concentrate the children in some provinces, as villages, even when they are less than three miles apart, are often separated by ravines and dreary spaces and parents are therefore reluctant to send their children to school outside their own village. Also schools are frequently started for other than educational reasons and once vested interests are established it is difficult to abolish the schools. Thus in some villages are to be found a primary school, a maktab

and a pathshala when a single primary school would fully serve its educational needs. It is now generally admitted that the only effective means of removing "wastage" is the introduction of compulsion.

Compulsory education.—The following table shows the number of municipal and rural areas in each province in which compulsion has been introduced.

Province.	Acts.	Areas under "compulsion".	
		Urban areas.	Rural areas.
		Towns.	Villages.
Madras . .	Elementary Education Act, 1920 .	25	7*
Bombay . .	Primary Education Act, 1918 . .	4	..
	City of Bombay Primary Education Act, 1920.	1	..
	Primary Education Act, 1923 . .	3	1
Bengal . .	Primary Education Act, 1919 . .	1	..
United Provinces	Primary Education Act, 1919 . .	35	..
	District Boards Primary Education Act, 1926.	..	320†
Punjab . .	Primary Education Act, 1919 . .	57	2,351‡
Bihar and Orissa .	Primary Education Act, 1919 . .	1	4§
Central Provinces and Berar.	Primary Education Act, 1920 . .	10	275
Assam . .	Primary Education Act, 1926 . .	..	..
Delhi . . .	(Punjab Act applied 1925) . . .	1	4
	Total .	138	2,962

* Taluk boards.
† These areas are distributed over 19 districts in which compulsion has been introduced.
‡ Individual school areas.
§ Unions.

This table includes areas in which schemes of compulsory primary education have been partially introduced.

It cannot be said, however, that in all these areas compulsion is a reality. In one division of the Punjab, "the number of areas under compulsion has increased during the year under report". But "in a large number of places the introduction of compulsion has so far only been nominal and has had little effect upon the

reduction of wastage in the primary classes." In the Central Provinces, " reluctance to resort to prosecutions has generally been most marked; attendance officers and attendance authorities appear to be too soft-hearted or negligent or afraid of incurring unpopularity ". It is, however, not easy to devise effective machinery by which the penal sections of the Act can be applied with expedition and thoroughness. The Director of Public Instruction of the Punjab thinks that punitive measures should be taken with greater rigour against those who send their children to school and then withdraw them prematurely than against those who do not send their children to school at all and in this connexion quotes the view of the Royal Commission on Agriculture that " it is more important to stop the wastage than to strain after the last truant ". One of the Inspectors in the Punjab thinks that some of the areas now under compulsion have been judiciously selected and that the criterion for selecting an area should be the enthusiasm, rather than the apathy, of the parents. Similar views are expressed in the United Provinces report, which says, " Some inspectors remark that the early success of compulsory education depends on the suitability of the areas selected for introducing compulsion. The attitude of the people inhabiting the area is the decisive factor in assuring success ". As might be expected compulsion is more of a reality in urban than in rural areas. In Lahore, 90 per cent. of the boys of school going-age are reported to be at school, while the regularity of attendance has shown considerable improvement. Prosecutions have been instituted and " these have had a salutary effect on the recalcitrant ".

School buildings.—Several local Governments have given substantial grants for school buildings but the boards have proved to be ineffective agencies for utilizing the money. Thus the Government of the Central Provinces distributed to boards grants aggregating Rs. 5½ lakhs for school buildings. Unfortunately the grants were not utilized to the best advantage. The Director gives instances of waste of money on account of lack of care and vigilance on the supervision of works and says that " the system of giving large doles to local bodies every now and then for buildings is thoroughly unsatisfactory and has led to considerable waste of public funds ". In Bihar and Orissa " the grants given by Government for primary school buildings in the years 1925-26 and 1926-27 have not yet been fully utilised; only two boards having spent all the money given to them, though so many buildings are urgently required ". The United Provinces report says, " Some district boards are still dilatory in utilizing government grants for buildings.....The boards continue to find difficulty in securing good contractors ". In the North-West Frontier Province " the problem of obtaining sites for new buildings was most troublesome. Owners of land thought they saw their way to making large gains. So much so that in some cases the owner asked for the site alone several times more than the cost of the building ". Assam gives a depressing picture: " A large number of schools are without buildings of their own. The buildings of by far the larger number of schools which can boast buildings of their own remain in chronic disrepair. Many

buildings are too small for the enrolment, many are ill-lighted and ill-ventilated ". Bombay on the other hand writes of the success of Sir Purshotamdas Thakordas' scheme, which was described in the last year's report. " The buildings are constructed by local agency according to the plan given. They are *pucca* buildings, airy and well-ventilated. Up to the end of the year under report 50 buildings providing accommodation for 4,080 pupils were constructed at a total cost of Rs. 2,19,250 of which Rs. 82,349 were contributed by the villagers and Rs. 1,36,901 by Sir Purshotamdas."

Schools for adults.—In the Punjab there has been a waning of enthusiasm for these schools and in the course of the year a number were closed down. The reduction, however, is described as " the cutting away of dead wood " and actually as " a form of progress since the totals of former years were swollen by numbers of pupils who did not earnestly attend to their studies ". The Director says, " With the scope thus contracted and brought within more manageable limits, inspectors report more solid progress than in the past, but it is still a complex problem to provide satisfactory teaching and inspection for these schools ". In the United Provinces it is reported that the results of the experiment of establishing night schools in cities " do not justify an extension of the system ". But the schools managed by co-operative societies in the district are said to be more successful. In Benares a " rural reconstruction association " was started to train teachers for work in night schools for adults. In Bengal there were 1,506 night schools with 34,937 pupils. In the Bombay presidency there were 253 primary schools for adults with 8,867 students. In Bihar and Orissa the number of night schools fell from 739 with 15,741 pupils to 555 with 13,620, " these schools having been generally selected for attention, when retrenchment became necessary ". In the Central Provinces the district council of Seoni opened 43 night schools which were taught by day school teachers who received an allowance of Rs. 5 per mensem for the extra work. The enrolment in these schools was 1,310. In Nagpur eight night schools were opened for the benefit of millhands but were closed as they did not thrive " partly for want of proper organization and partly on account of the general apathy of the labouring classes who prefer rest after the day's hard labour ". In Madras adult education classes were conducted through the agency of non-official and honorary workers at nine centres. These classes were in the nature of an experiment and " the results so far attained justify continuance of the experiment." At the Teachers' College, Saidapet, there was an adult school with an enrolment of 83 students. The activities of this school included music and singing, the reading of stories and current news from newspapers and journals, lantern lectures and entertainments, the object being to make the adult school a social centre.

V. Education of Girls.

Statistics.—The number of girls under instruction in recognised institutions rose from 1,899,890 to 2,032,388, of whom

775,732 were reading in boys' schools. The number of recognised institutions for girls rose from 30,003 to 31,738 and their enrolment from 1,213,546 to 1,308,687, of whom 52,031 were boys. The total number of girls reading in both recognised and unrecognised institutions was 2,137,753 as against 1,996,445 in the previous year. The percentage of girls under instruction to total female population increased from 1·66 in 1927-28 to 1·78 in 1928-29. The figure is still far below that for boys, which is 7·89 per cent.

Wastage.—As the table below shows, there is much wastage and stagnation in the lower primary classes of girls' schools.

Number of girls in primary classes.

Class.	1927-28.	1928-29.	Wastage.
I	1,215,822	1,317,575	--
II	313,813	311,281	904,541
III	169,184	183,143	130,629
IV	85,522	93,234	75,950
TOTAL	1,784,341	1,905,233	—

The figures show that of 1·2 million girls in class I in the previous year, only 0·3 million proceeded to class II; of 314 thousand girls in class II, only 183 thousand reached class III; and of 169 thousand girls in class III, only 93 thousand reached class IV. The figures show that a very large number of girls leave school before reaching class IV, *i.e.*, before they have acquired education of any permanent value.

Demand for girls' schools.—Every province reports a growing demand for additional girls' schools and each year brings a change in the attitude of the public towards girls' education. In the more advanced centres it is now recognised as a matter of first importance. Indeed it is no longer possible to speak of the apathy of the middle class population in the towns towards the education of girls and in all classes there is a growing sense of its value. As an example of progress the case of Assam may be mentioned: there has been an increase of 30 per cent. in the enrolment during the past two years. But there is no reason for complacency. An overwhelming majority of girls are still only in the infant classes. Persistence of old customs, especially child marriage and the seclusion of girls from an early age,, still hamper progress. But lack of money is at present the chief obstacle to progress. There are not sufficient funds to meet even the existing demand for more and better schools. Thus in Madras a conference of women officers drew up a programme of expansion but " financial considerations will not admit of as rapid progress as was hoped ".

Buildings.—Amongst the more urgent needs for which money is required is the provision of suitable buildings in open spaces. In most large towns the nature of the buildings in which girls' schools are housed are in striking contrast to those for boys. The

following is a description of many district board schools for girls in one province. " Most of the district board schools are lodged in *kachcha,* badly built, ill-ventilated little houses where it is impossible to stop for more than an hour or so, on account of the smell from the open drains. . . . No steps are taken till the inspectress reports the matter and even then the reply to an enquiry as to what action has been taken is generally that the matter is receiving the attention of the board." It is not surprising that children do not stay at schools of this kind beyond the infant stage; it is surprising that they attend them at all. One inspectress in the Bombay presidency reports that " boys' schools still absorb what seems an undue proportion of the funds and there is little improvement in the accommodation provided for girls' schools ". The report of the North-West Frontier Province says: " The most important need, at present, is the provision of better and more hygienic buildings with playgrounds. There are as yet few public or private bodies that fully recognise this and progress is hindered because money is either grudgingly given for this all-important object or is entirely withheld ". Apart from the obvious, but much neglected, duty of ensuring that girls work in hygienic conditions there is also the important consideration that when buildings are good more girls are attracted to schools and more rapid progress is made. In the interests of expansion therefore the improvement of buildings is essential.

The curriculum.—In recent years subjects of special interest and value to girls have been obtaining a prominent place in the curriculum. Hygiene, cooking and needlework are growing in favour in girls' schools in Bengal. " Many secondary girls' schools are now paying serious attention to the need for physical culture and organized games for their pupils." There has been an appreciable improvement in the standard of needlework. The Lady Carmichael diploma examination in needlework is proving more and more successful every year and almost all the important schools in the Eastern Bengal divisions take part in it. A similar examination for the " Lady Stephenson medals and diplomas " has been started in Bihar and Orissa. In the Bombay presidency a lady who had been trained as a physical instructress in Denmark conducted courses for women teachers. " Her suggestions and practical demonstrations and the enthusiasm she inspires have given drill and games a new value in training college and school life." In Burma one of the best features of the curriculum is the emphasis laid on practice in domestic economy. " The girls take it in turns to do the marketing, cooking, housekeeping, etc. and they get a practical training alongside the theoretical work of the class-rooms." The Punjab report says that " more attention is now being paid to hygiene and home crafts " in secondary schools. But in the Bombay presidency, although girls are allowed to offer domestic science for matriculation purposes and the schools are encouraged by the Department to adopt the course, very few girls choose domestic science as a subject. Perhaps the most

pleasing report comes from the North-West Frontier Province. Specimens of the work of Hindu and Muslim girls were sent to England. Her Grace the Duchess of Atholl, Parliamentary Under Secretary to the Board of Education, who inspected the exhibits, said, " I do not think I have ever seen anything approaching the finish of these specimens ".

Inspection.—The need for good and independent inspection of schools has been emphasised by the Indian Statutory Commission. " It is only through such inspection that Governments and Ministers can guard against large waste of money, which, if permitted, will quickly exhaust resources and cripple all endeavours to build up a good system. The Government cannot in this matter properly rely on any officers but its own. And even when the foundations of a good system have been finally established, government inspection remains just as important on its constructive side and as a stimulus to fruitful development. Efficient educational inspection is just as essential as efficient railway inspection: safe and rapid advance on the right lines is not possible without it. And its maintenance involves no suggestion of distrust either of local bodies or of teachers or of slight to them." Inspection is even of more importance for girls' schools than for boys' schools. Women teachers are very inexperienced and, not unnaturally, timid; and thus they need much encouragement and guidance from the inspecting staff. Usually the only contact which they have with the outer educational world is through the visit of the inspectress. Girls' schools are widely scattered and if they are to be visited, as they should be, at least twice a year by the inspectress, the number of inspectresses must be increased. The need for more direction and control by Government over girls' education in rural areas is illustrated by the following extract from the report of an inspectress in the United Provinces. " The condition of the district board schools was worse than in the previous year, for many remained closed for want of a mistress. The only middle school belonging to a district board in the circle was without a headmistress. Suitable mistresses applied but were not taken. With the exception of two mistresses in one district all the rest were uncertificated, most of whom know notation to 100 only. It is no wonder that out of sixty who appeared from these schools for the class IV examination, only one should have been successful." An inspectress in the Bombay presidency writes in a similar strain: " In the eight districts visited by me, fully half of the total number of the district local girls' schools have one teacher only, and this teacher often has to manage from 30 to 50 children, or even more, distributed usually between the infant class and standards I to IV ".

Girls in boys' schools.—In towns co-education is not favoured by parents. But in villages there is no strong feeling against co-education. In the Central Provinces the system of awarding bonuses to school masters to encourage the attendance of girls in boys' schools is reported to be yielding satisfactory results. The

following figures show for the various provinces the number of girls reading in boys' primary schools.

Province.	Number of girls reading in boys' primary schools.
Madras	318,644
Bombay	77,181
Bengal	70,572
United Provinces	46,218
Punjab	3,978
Burma	99,779
Bihar and Orissa	47,594
Central Provinces and Berar	16,681
Assam	21,600
North-West Frontier Province	189
TOTAL (British India)	705,213

The total number of girls reading in girls' primary schools was 1,094,860; thus about 39 per cent. of the girls in primary schools are in boys' schools.

VI. PROFESSIONAL AND TECHNICAL EDUCATION.

(*a*) *The Training of Teachers.*

Statistics.—The number of students under training on March 31st 1929, was 32,751 as against 29,841 in the previous year. The details are given in the table below.

	NUMBER OF STUDENTS UNDER TRAINING.			
	In Training Colleges.		In Normal and Training Schools.	
	1928.	1929.	1928.	1929.
Men	1,157	1,235	23,227	25,677
Women	141	166	5,316	5,772
TOTAL	1,298	1,401	28,543	31,350

The following figures indicate to what extent facilities for the training of teachers are adequate in the various provinces:—

Province.	Teachers in primary, middle and high schools.			
	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers.	Annual output of trained teachers.
Madras	114,416	62,774	54·9	6,273
Bombay	41,763	18,348	43·9	1,107
Bengal	98,130	23,464	23·9	1,660
United Provinces	51,003	30,776	60·3	2,164
Punjab	35,657	23,861	66·9	4,142
Burma	15,740	9,942	63·2	322
Bihar and Orissa	46,937	19,793	42·2	1,763
Central Provinces	16,254	8,785	54·0	773
Assam	9,706	3,568	36·8	178
North-West Frontier Province	2,639	1,449	54·9	166
Coorg	351	261	74·4	13
Delhi	1,234	849	68·8	44
Ajmer-Merwara	722	329	45·6	56
Baluchistan	300	210	70·0	13
Bangalore	704	482	68·5	43
Other administered areas	912	271	29·7	130
Total (British India)	436,468	205,162	47·0	18,847

The table shows that the position as regards trained teachers is satisfactory in the United Provinces, the Punjab, Burma, Coorg, Delhi and Bangalore, where at least 60 per cent. of the staffs are trained. In other provinces, the position is less satisfactory, especially in Bombay, Bengal, Bihar and Orissa, Assam and Ajmer-Merwara, where the proportion of trained teachers is below the general average for India. It is particularly bad in Bengal in which the number of trained teachers is less than 25 per cent. of the total staff employed. The output of teachers annually required to replace casualties (due to death, retirement, etc.) may be estimated at four per cent. The figures in the last column of the table show that in Bombay, Bengal, Burma, Bihar and Orissa, Assam, Coorg and Delhi, the output of trained teachers is not sufficient to replace wastage of the existing staff and leaves no margin to meet the demands of new schools.

Teachers for anglo-vernacular boys' schools.—A summer school of geography was conducted at the Teachers' College, Saidapet, in the *Madras* presidency. The Secondary Training College, *Bombay*, has undertaken the preparation of educational pamphlets for teachers. Two have been published and two more are in the hands of the publishers. The college played an important part in the Bombay Presidency Secondary Teachers Conference. "The staff contributed papers of considerable merit and gave demonstrations of modern methods of teaching." Staff and students also prepared an exhibition of educational material "which, if now showy, was of great educational value". The two *Bengal* training col-

leges continue to do good work. At the David Hare Training College, Calcutta, college work was supplemented by visits to important institutions such as the Medical College, the Indian Museum, the Mint and the Bengal Engineering College and included, outside the prescribed curriculum, lectures on the League of Nations, hygiene and sanitation, new educational experiments in India and the educational treatment of backward children. At the Dacca Training College, researches were conducted in the teaching of English speech, based on a previously acquired vocabulary, and the staff and students contributed six papers to the Indian Science Congress. In the *United Provinces*, physical training was made compulsory for all students at the Training College, Allahabad, and 25 students took a three months' specialist course to enable them to qualify as teachers of physical training. The improved prospects of the teaching profession are attracting a superior class of graduate to this college. ' Refresher ' courses were conducted for teachers of physics and drawing. At the Training College of the Benares Hindu University all students were trained in the elements of drawing and sketching and the majority of them took a course of music. Special attention was given to the teaching of Hindi and Sanskrit according to modern methods. The Training College of the Aligarh Muslim University strengthened the staff and wisely barred students from combining study for the B. T. degree with study for the M.A. or LL.B. degree. The most important developments at the Training Colleges at Lucknow and Agra, were improvements in the system of physical training, consequent on the appointment at the colleges of specialists who had been trained at the Dunfermline school of physical training. In the *Punjab* the supply of trained anglo-vernacular teahers now exceeds the demand as " very few anglo-vernacular schools are being opened either by local bodies or by private agency ". The Principal of the Central Training College, Lahore, says that many students who enter the teaching profession have taken a most unsuitable combination of subjects for their Arts degree. A similar complaint is made by the Principal of the Patna Training College in *Bihar and Orissa*. In *Burma* the work of training teachers for anglo-vernacular schools will be taken over by the university in 1931 when the buildings, which are estimated to cost Rs. 13 lakhs, are ready. Special features at the Spence Training College, *Central Provinces*, were classes in manual training and physical training. The course in physical training consists of two parts, physical activities and health education. The former includes training in marching, calisthenics, athletics and games and the latter includes lectures in hygiene, physiology, anatomy, first aid and sanitation. It has not been possible, on account of lack of funds, to take any steps towards the formation of a training college in *Assam*. The *North-West Frontier Province* is dependent on the Punjab for trained anglo-vernacular teachers.

Teachers for vernacular boys' schools.—The number of teachers under training in *Madras* is much larger than in any other provinces and increased by 1,447 to 8,737 during the year. In

Bengal the majority of primary school teachers are trained in *guru*-training schools. Some improvement has been made by the abolition of some old *guru*-training schools and the establishment of larger schools of a better type, but the training is of a low standard as the teachers at present admitted to these schools are " men of very inferior qualifications " and " the primary schools attached to *guru*-training schools, where practice of teaching is carried on, are not generally well attended.". In the *Bombay* presidency Government have adopted a policy of restricting admissions to training institutions. " The main problem of primary education is an economic one, how to secure the greatest amount of literacy with the funds available, and it has been found necessary to keep down expenses by restricting the number of pupils admitted to training institutions." There is room for improvement in the selection of students made by local authoities " as it is found that many of the students sent up for training by these bodies are quite raw and do not therefore much profit by the instruction imparted to them in training institutions ". Special attention is paid to instruction in the best methods of managing one-teacher schools, of which there are a large number. In the *United Provinces* the two years' course at the normal schools leading to the vernacular teachers' certificate examination has been split into two self-contained courses, each of one year, leading to the primary teachers' and vernacular teachers' certificate examination respectively. The change was effected in order to avoid duplication of training for teachers who joined the normal school after having passed the primary teachers' certificate examination. Some normal schools have done good work in improving the methods of teaching infants. Six government central training schools, which were described in last year's report, were opened during the year and district board training schools have been improved by the appointment of a ' master of method ' who is in charge of the whole institution, including the practising school and is particularly responsible for the instruction of the pupil teachers. But training schools maintained by local boards are not efficient institutions and the Director thinks that " it is desirable to combine the more efficient of these schools and thus establish central training schools in every district ". In the training institutions of the *Punjab* it is reported that " the happy mean is being reached between the narrowness of the training which was given in the olden days and the somewhat riotous diffusion of effort in the training of recent times ". Great improvement has been made in the libraries and in the use made of them. An important innovation in the organization of training institutions has been the introduction of the " assignment system " on the lines of the well-known Dalton plan. It is said that " wherever entrusted to capable hands it has achieved satisfactory results ". In the *Central Provinces* the system of training in normal schools was reviewed by a committee which recommended changes with a view to concentration on the subjects which the students of the normal schools will teach in primary schools and improvement in practice of teaching. In *Bihar and Orissa* Gov-

ernment have been unable, on account of lack of funds, to give effect to a scheme for the reorganization of training schools. The quality of candidates for training tends to fall as " many local bodies can no longer afford to pay trained teachers at the rates prescribed by Government ". The Director says, " In the case of the elementary training schools there is no fee income, the schools are admittedly inefficient, a scheme for their improvement is ready; only the want of money stands in the way ". The provision for the training of vernacular teachers in *Burma* is deficient and the schools have to rely largely on Christian missions for trained teachers. Proposals for establishing two government normal schools were dropped for lack of funds. The course of training for vernacular teachers in the *North-West Frontier Province* lasts for only one year. The Director says that until a two-year course can be substituted for the present one-year course " it is impossible to hope for such improvement as is desirable ". But at present it taxes all the resources of the Department to provide a sufficient number of recruits for even a one-year course.

Teachers for girls' schools.—Of all educational objects on which money could be spent none is so deserving as the provision of adequate facilities for the training of teachers for girls' schools. Projects are ready but the funds are not forthcoming. Both in Bengal and in the Punjab there is a need for a training college for women. In the United Provinces, where there is a great need for trained women teachers, a number of candidates had to be refused admission to the normal schools. " At least two more normal schools are required but there are no prospects that funds for the purpose will be available." Candidates seeking admission to the training schools (institutions of lower grade than normal schools) had to be turned away as there was not sufficient accommodation. The North-West Frontier Province report draws attention to the changes that have taken place since 1920. In that year " there was no question of opening a senior vernacular class as no candidates could be found ". A " good senior vernacular class " has now been opened and " the supply of candidates for the future seems assured ". The aims of a training school for women are set forth by the Inspectress in the following words:—

> " The training school does not aim at producing the type of teacher who, when armed with a departmental certificate, will think that she has reached the summit of human knowledge and will do the minimum amount of work on the maximum amount of pay. Neither does it aim at turning out fine ladies who will think household work beneath them. It aims rather at turning out women who will be really useful members of society and will grace any sphere they may be called upon to occupy, who will be imbued with ideals of honesty, self-sacrifice and devotion to duty and who will realise the dignity, responsibility and nobility of their profession."

(b) Other professional and technical institutions.

The majority of these institutions are not under the control of provincial departments of education and are therefore not described in provincial educational reports. The following table shows in summary form the number of such institutions and of students attending them:—

Type of Institution.	1928.		1929.	
	Institutions.	Students.	Institutions.	Students.
Law colleges and schools	16	7,732	16	7,572
Medical colleges and schools	42	9,168	41	9,693
Engineering colleges and schools	18	4,283	17	4,159
Agricultural colleges and schools	21	1,528	23	1,604
Commercial colleges and schools	160	9,150	156	8,676
Forest colleges	2	138	2	107
Veterinary colleges	3	378	3	428
Technical and Industrial schools	473	26,141	492	27,266
Schools of Art	11	4,094	12	2,331
TOTAL (British India)	746	60,612	762	61,836

VII. EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

Statistics.—The following table gives the figures for European schools in India:—

	Number of schools.	Number of scholars.	Total expenditure.
			Rs.
For boys	174	25,839	43,11,223
For girls	249	30,079	40,89,418
TOTAL	423	55,918	1,58,89,995*

* Inclusive of Rs. 74,89,354 spent on inspection, buildings and miscellaneous items.

There were 3,303 girls reading in boys' schools and 6,559 boys in girls' schools. Of the 55,918 scholars, 11,224, or nearly 20 per cent. were non-Europeans. The total number of European and Anglo-Indian scholars in all kinds of institutions, for both Europeans and Indians, was 48,686, *i.e.*, about 18·8 per cent. of the population. They were distributed as follows:—

In Arts colleges—	
For males	382
For females	168
In secondary and primary schools—	
For males	23,560
For females	22,780
In professional colleges—	
For males	140
For females	113
In special schools—	
For males	740
For females	803
TOTAL	48,686

The following figures show the percentage of cost of European education borne by public funds, fees and other private funds respectively.

Province.	Percentage of cost of European education borne by		
	Public funds.	Fees.	Other private funds.
Madras	34·9	26·3	38·8
Bombay	34·7	41·7	23·6
Bengal	25·9	42·4	31·7
United Provinces	38·2	34·7	27·1
Punjab	53·8	24·2	22·0
Burma	28·4	48·2	23·4
Bihar and Orissa	36·1	39·6	24·3
Central Provinces	24·9	37·8	37·3
Assam	20·0	65·6	14·4
North-West Frontier Province	37·7	62·3	—
Total—British India	32·9	38·0	29·1

During the year some important changes were made in the courses of study. In the United Provinces the curriculum for European schools was overhauled and a new schedule of studies was prescribed by the Education Department. The main object of the revision of the courses was to ensure that no important element should be left out from the scheme of school studies in any school. The obligatory subjects will include the history of India and civics. The Inspector says, " It will now be possible to adopt from the alternatives set for the school certificate examination a scheme of study that will be well-suited to the needs of the children reading in these schools, a scheme that will be in harmony with their surroundings ". The revision thus meets the criticism sometimes made that the Cambridge examinations impose on European schools a system of education which is unsuited to the circumstances of the domiciled community. In Madras also the syllabuses of studies for European schools have been revised and in Bengal a new code of regulations for European schools came into force on the 1st January 1929. In the Bombay presidency a conference of the heads of European girls' schools was held. At this conference, over which the Inspector presided, important questions regarding the curriculum of girls' schools were discussed. Changes have taken place also in examinations. The United Provinces have abolished the Cambridge Preliminary examination as its influence on the work of the schools was considered to be harmful. But the Cambridge Junior and School Certificate examinations are still retained in the United Provinces. In the Central Provinces the Cambridge School Certificate examination has taken the place of a departmental high school examination. In the Punjab the schools have obtained relief from a multiplicity of external examinations by the abolition of the Cambridge Junior examination and the departmental high school examination. The final school examination in the Punjab is now the Cambridge School Certificate examination.

It is encouraging to find that in some provinces boys from European schools are passing examinations which admit them to the degree courses of Indian universities. In Calcutta three schools prepare boys for the Intermediate examination of the Calcutta University. Of the eighteen boys sent up during the year by these schools seventeen passed. In the United Provinces there are four, and in the Punjab three, schools teaching up to the intermediate standard. In all provinces the number of Indians who read in European schools is increasing. The relations subsisting between Anglo-Indian and Indian boys are usually excellent. The Punjab report says, " It is pleasant to record that most of the Indian boys take an active part in the general activities of the schools and that there is a real spirit of comradeship between them and their Anglo-Indian comrades. Indeed in one of the larger schools an Indian boy was captain of the hockey team and also a prefect, while one of the best middle weight boxers in the Punjab schools was an Indian boy ". An interesting feature of the European school system in Bengal is the extent to which vocational training is given in the schools. Of the 64 institutions for general education, 22 had technical or vocational classes attached to them. These included courses in commerce, agriculture, and telegraphy for boys and courses in domestic science, dress-making, needle-work, cookery and nursing for girls.

VIII. Education of Muhammadans.

Statistics.—The number of Muhammadan scholars in various institutions during 1928 and 1929 was as follows:—

Institutions.	Number of Muhammadan scholars on March 31st.					
	1928.			1929.		
	Males.	Females.	Total.	Males.	Females.	Total.
Arts colleges and Universities.	8,448	35	8,483	8,699	46	8,745
Professional colleges .	2,344	9	2,353	2,419	9	2,428
Secondary and primary schools.	2,166,798	439,846	2,606,644	2,251,528	469,645	2,721,173
Special schools .	156,771	1,325	158,096	147,780	1,603	149,383
Unrecognised institutions.	168,281	76,735	235,016	162,921	70,519	233,440
Total .	2,502,642	507,950	3,010,592	2,573,347	541,822	3,115,169
Percentage of population.	8·0	1·8	5·0	8·3	1·9	5·2

There was a fall of about 9,000 Muhammadan scholars reading in special schools which may be ascribed mainly to the closure of inefficient schools for adults in the Punjab. The enrolment in unrecognised institutions also decreased slightly during the year but no reliance can be placed on the returns of these ephemeral institutions. The percentage of Muhammadan scholars to population increased by 0·2 to 5·2 as against an increase of 0·16 (from 4·76 to 4·92) in the case of pupils of all communities taken together. Judged by these statistics Muhammadan education seems to have

progressed at a satisfactory pace. But a closer examination of the figures will show that the Muhammadan community cannot derive much satisfaction from them. Out of a total of 3,115,169 Muhammadan pupils in all types of institutions on March 31, 1929, there were 2,015,968 in classes I and II of primary and secondary schools, *i.e.*, in infant classes. A considerable number of the infants were in madrasahs, maktabs, mulla and Koran schools, which are extremely inefficient institutions, and there were 233,440 in unrecognised institutions, of which the great majority are imparting secular education of a very poor quality.

In order to estimate the real educational progress of the community we should include in the category of " pupils " only those who are receiving education in classes above class II in recognised institutions. The following table gives the facts:—

Province.	Percentage of males.		Percentage of females.	
	Muhammadan population of total population.	Muhammadan pupils* of total pupils.*	Muhammadan population of total population.	Muhammadan pupils* of total pupils*.
Madras	6·7	8·3	6·7	8·1
Bombay	20·8	14·4	18·6	11·2
Bengal	53·7	32·4	54·4	30·5
United Provinces	14·2	15·9	14·3	7·7
Punjab	54·8	42·7	56·0	24·0
Burma	4·7	5·7	2·9	2·4
Bihar and Orissa	10·8	9·3	10·9	12·6
Central Provinces	4·2	9·0	3·9	5·9
Assam	29·1	17·8	28·8	7·8
British India	24·5	19·7	23·6	12·7

* Pupils in classes above class II of recognised institutions for general education.

The table is instructive. It shows that in all provinces in which Muhammadans constitute more than 15 per cent. of the population, the ratio of Muhammadan pupils to total pupils, both male and female, is considerably below their ratio to the population. The position is especially unsatisfactory in Bengal, the Punjab and Assam. In provinces in which the Muhammadans are less than 15 per cent. of the population, the position is much better. But the figures, taken as a whole, show that the Muhammadan community has not made satisfactory progress in education. The chief cause of the educational backwardness of Muhammadan education is the reluctance of the members of the community to avail themselves of the public undenominational system of education. The Hartog Committee has shown how the Muhammadan pupils of special schools are very seriously handicapped in climbing the educational ladder not only by the inefficiency of most of these institutions but also because, having begun their education in institutions which stand outside the ordinary organization of schools, it is not easy for them to take their place later in the

ordinary schools and colleges. The Committee said that they had no doubt that it was both in the public interest and in the interest of the Muhammadan community that the segregate Muhammadan institutions should be replaced by a system under which Muhammadan pupils in all stages will take their place in ordinary schools side by side with the pupils of other communities. In the past the special institutions have undoubtedly brought Muhammadan pupils under some form of instruction more extensively and quickly than would have been the case had the only facilities been those afforded by the publicly managed schools. But " these institutions have done but little to raise the general standard of education among Muhammadans to that of other communities ". In Bengal, where the Muhammadan population is 54 per cent. of the total population, there were only 17,759 Muhammadan pupils in the high stage of secondary education as against 94,451 Hindu pupils. The disproportion in numbers prompted the Inspector of Schools, Chittagong, (who is himself a Muhammadan) to say, with reference particularly to madrasahs of the old type: " These institutions are cropping up everywhere choking all the secular and reformed institutions. It is time that something was done to prevent this deplorable waste of energy of an already backward community." A Muhammadan inspector in the Bombay presidency writes in a similar strain: " Those madrasahs that receive grant-in-aid from provincial and other funds, though they include the teaching of Urdu and other subjects in their curriculum, practically pay no attention to the teaching of these subjects . . . . The rudimentary smattering gained at the maktabs is forgotten almost as soon as the children leave school. This means that almost all children studying in the maktabs quickly relapse into illiteracy."

IX. Education of the Depressed classes.

Statistics.—The number of depressed class pupils under instruction in the seven major provinces, for which figures are available, was as follows:—

Province.	Number of pupils on March 31st.		
	1928.	1927.	Increase or decrease.
Madras	292,540	324,862	+31,622
Bombay	61,750	61,048	—702
Bengal	367,910	405,643	+37,733
United Provinces	104,181	119,152	+14,971
Punjab	26,731	28,071	+1,340
Bihar and Orissa	25,608	23,562	—2,046
Central Provinces and Berar	40,848	43,487	+2,639
Total	919,568	1,005,125	+85,557

In spite of the decrease of nearly 3,000 scholars in Bombay and Bihar and Orissa, the number of depressed class pupils as a whole increased by 9·2 per cent., the corresponding figure for pupils of all communities taken together being only 3·5 per cent. The rate

of expansion, notwithstanding all obstacles, has thus been considerable. The percentage of pupils to the total depressed class population has increased to 3·5 (by 0·5 per cent.) as against 4·9 in the case of all pupils. The considerable fall in the number of scholars in Bihar and Orissa is said to be due to the closure, owing to lack of funds, of weak schools, to floods and epidemics and to the amalgamation of certain schools.

Far more encouraging than these figures is the fact, to which several provincial reports make pointed reference, that the prejudices which have for centuries worked to the detriment of low caste people are disappearing. The United Provinces report says that almost all inspectors report the breakdown of prejudice against the depressed classes. One inspector writes, " The attendance of the depressed classes is falling in the so-called depressed class schools but the fact is not regrettable as their number is increasing in the ordinary schools ". Another inspector remarks that this increase " shows that caste prejudices are gradually declining ". A number of students belonging to the depressed classes have been trained as teachers in the United Provinces and as such will greatly help in the uplift of the community. In the Punjab it is the policy of Government to encourage the depressed classes in the ordinary schools rather than to institute separate schools for them. This policy is in the best interests of these classes, as special schools for them tend to crystallize disabilities which are now tending to disappear, and is meeting with success. One inspector writes, " Except in large towns where special schools for the low castes are provided, the boys of the depressed classes attend the ordinary schools where they receive exactly the same treatment as the caste boys. In the beginning, no doubt, the high caste boys feel a little reluctant to mix with the low caste boys, but the teachers' equal treatment gradually breaks down their prejudices, and they begin to play and mix with them as freely as if the low caste children were their own kith and kin. In villages, this shyness on the part of the caste children wears off very quickly but in the towns it takes a longer time to disappear ". Another inspector says that " generally speaking the depressed classes are now showing a very keen interest in their educational advance; and the future is full of promise ". Almost equally encouraging is the report from the Bombay presidency. " In the central division and southern division the old prejudices are said to be gradually dying out and a marked improvement in the attitude of the public in general towards these classes is reported. In the Bombay division there have been a few cases in which proper seating accommodation was not provided and in the northern division old-fashioned prejudices led to trouble of a similar nature in a few cases. But the problem of untouchability is being tackled with tact and firmness." In Madras this advance in recent years has been marked. During the year 122 schools held in *agraharams*, *chavadis*, etc., from which the depressed class children were excluded were removed to places accessible to them. Of 17,626 schools under public management in the Madras presidency 15,744 are accessible to the children of

depressed classes and in 7,023 the children of the depressed classes are admitted freely. On the other hand in the Central Provinces prejudices persist. In the Berar Circle " the depressed class communities complain that they find it difficult to secure admission in anglo-vernacular schools of all types on merit alone ". The Government of the Central Provinces are making a comprehensive examination of the problem. They placed an officer of the Indian Educational Service on special duty to study the whole question of the education of the depressed classes and to make recommendations. He toured extensively and got into touch with leaders of the community. In the Punjab also the Government placed a senior officer on special duty " to examine the present position and to make recommendations for future improvement ". The reports of these officers belong to next year's review, in which they will be discussed.

X. Miscellaneous.

Education in legislative bodies.—All provincial legislative councils have shown a keen interest in educational affairs. In the *Bengal* Legislative Council a Bill making some important amendments to the Dacca University Act was passed. By the new Bill the Academic Council was made a purely advisory body, all executive functions being centred in the Executive Council, and the University was enabled to recognise teaching given in the Training College and College of Engineering. A non-official member's Bill, designed to increase the elective element on the Senate of the Calcutta University, was introduced but consideration was postponed in view of the fact that Government proposed to bring forward their own Bill. A Bengal (Rural) Primary Education Bill was introduced and referred to a select committee. The increasing interest of members in girls' education was reflected in a resolution, which was passed, recommending to Government " that steps be taken at once for the expansion and development of female education by establishing one high English school (for girls) at the headquarters of each district ". The *Madras* Council gave a considerable amount of attention to university legislation and about 200 questions were asked, mainly relating to admission of students to educational institutions, appointments of members of various communities to the educational service, courses of study, grants-in-aid and physical education. The *Bihar and Orissa* Council recommended that Government should take steps to equip the Ravenshaw College for post-graduate teaching in all Arts subjects and for Honours teaching in Science and that they should make annual grants to district boards for the opening of libraries in important villages. Both resolutions were withdrawn, as Government were taking action along the lines recommended. In the budget debate there was a motion for the reduction in the number of divisional inspectors but Government were able to show that the work of the Education Department had considerably increased during the last few years and the motion was withdrawn. In the *United Provinces* two resolutions were adopted. One asked that

elections to university bodies should be made by means of the single transferable vote in order to safeguard the interests of minorities; the second recommended the provision of special facilities for the education of the depressed classes. Other matters discussed, during the budget debate, were the expansion of girls' education and the need for economy in university education. In the *Punjab* important debates were held on a variety of topics, including the intensive development of compulsory education, the education of girls, special educational facilities for the children of agriculturists, the location of intermediate colleges and the introduction of military training in colleges. In the central legislature, the Legislative Assembly adopted a resolution recommending the expansion of facilities for the education of girls and women in the territories administered by the Government of India. In the course of the debate on this resolution, it was pointed out that the Government had already decided to appoint a committee, consisting of educational experts and representatives of the Assembly, to investigate the problems of primary education for boys and girls and of the education of untouchables in these areas. The Committee was appointed after the close of the year under review.

Boy Scouts and Girl Guides.—These movements are making progress in all provinces. In *Bengal* there were 53 local associations. Government distributed a sum of Rs. 4,000 amongst schools for equipment and camp expenses. In *Madras* there were 600 units with a total strength of 13,000 scouts of all ranks. "Side by side with the increase in numbers efficiency has also increased as is evidenced by the large number of proficiency badges won during the year by the various units at the rallies and competitions conducted by the different associations all over the province." The movement has not only taken deep root in the secondary schools but has also spread to the villages. The districts are reported to be self-supporting as regards finance; parents and the public have contributed largely. The Girl Guides Association has at the request of the Madras Corporation introduced guiding into their schools. "This meant thirty new companies and the first step that was taken was the institution of a training class for teachers." The *Bombay* Government gives a grant of Rs. 40,000 per annum to the Boy Scouts Association. The number of scouts of all ranks in the presidency now exceeds 28,000. The number of local associations increased by 11 to 138 and a special feature of the year was the formation of local associations in rural areas. The Seva Samiti and Baden-Powell Associations in the *United Provinces* have well maintained their progress and have now, between them, a total enrolment of about 24,000 scouts. The special feature of both associations during the year was the number of successful training camps. Government give each association a recurring grant of Rs. 12,000 per annum. The Girl Guides Association is extending its work, with the help of a grant of Rs. 5,000 per annum from Government. It greatly benefited from the services of a trainer from England who worked with the Association for part of the year. Inspectors in the *Punjab* write

hopefully of the efforts which have been made to encourage in the scouts a spirit of service and of self-help. The Director says that it would be difficult to overestimate the valuable and healthy influence which the boy scout movement is exercising on the lives of the boys of the province. In the *Central Provinces* the Boy Scouts Association records a year of remarkable activity; the enrolment of scouts of all ranks increased by 6,731 from 13,428 to 20,159. The Director, writing of the social work done by the scouts, says, " Scouts have been particularly useful in guarding bridges where dense masses of people have been crossing, in acting as life-saving guards on the ghats, in looking after lost children, in rendering first-aid, in helping the police with heavy traffic, etc.". The Director of Public Instruction, *Bihar and Orissa*, writes of the movement with restraint. He says, " The boy scout movement continues to spread. One report, however, speaks of sacrificing quality to quantity and another of troops maintained only for spectacular purposes. It is undoubtedly difficult to keep the true scout spirit alive, though in many cases social service is being performed by individual troops ". These words contain a warning which might be applied more widely, as there is a tendency in other provinces also to emphasize work of a kind which attracts public notice to the neglect of activities which require thorough training. For this reason scouts in *Burma* have pursued a policy of concentration, aiming rather at quality than quantity. There are now 125 troops with about 3,200 scouts, over a thousand less than last year. The Secretary of the Association says, " There would be little difficulty in increasing numbers very considerably but unless troops are efficiently run they discredit the movement ". The work of the girl guides also " centred on the better training and efficiency of existing companies and flocks rather than on the establishment of new ones ". The number of guiders more than doubled during the year but still " the crying need was for trained and experienced guiders and some companies had to close down owing to the departure of the guider ". In *Assam* the number of scouts of all ranks rose from 2,978 to 3,414 and " the girl guides and blue birds of Sylhet are gradually securing the appreciation of Indian ladies of the town ". In the *North-West Frontier Province* the Education Department has been able to enlist the co-operation of many gentlemen, official and non-official, in the movement, with the result that the province has a boy scouts association with considerable public favour and support behind it. Tangible evidence of this support was given when an appeal was made for subscriptions towards the expenses of the contingent of Frontier boy scouts who were sent to the International Jamboree at Birkenhead. A sum of Rs. 25,000 was raised for this purpose. This was a remarkable achievement for the smallest of the provinces.

Discipline.—The boy scout movement has had an excellent effect in all provinces in creating amongst boys an active sense of good discipline. But respect for the authority of the teacher has not a strong hold on the student community and they are easily

led astray by influences from outside. In Bombay some colleges complain of the disturbing activities of the Youth League, " in consequence of which a certain number of students have from time to time absented themselves from lectures ". In Assam there is much room for improvement. " Students and school boys seem to regard themselves, and are treated by those who ought to know better, as serious politicians. They are given an exaggerated and false idea of their own importance, and regard themselves as seriously as if they were responsible citizens, earning their own living, contributing to the finances of the State and entitled to a say in its Government. The result is evident in the manners of a very large number of college students and schools boys. They have little or no respect for position or age, resent any enforcement of discipline and flout authority whether that of their parents or that of their teachers."

The Chiefs' Colleges.—The following was the enrolment at these colleges during the year:—

Mayo College, Ajmer	101
Aitchison College, Lahore	106
Daly College, Indore	75
Rajkumar College, Rajkot	39
Rajkumar College, Raipur	50

The number of candidates who appeared for the final diploma examination, conducted by the Government of India, was 33 of whom 21 passed.

The Mayo College, Ajmer, did particularly well in the diploma examination, passing ten out of twelve presented and securing the first three places. The Aitchison College, Lahore, had a successful year. The Principal aims at a high standard of work but is hampered by the fact that the Indian staff of the college are inadequately paid. A new science building has been completed and equipped at the Daly College, Indore. The college maintained its reputation for vigorous life, both in the class-rooms and on the playing fields. The Rajkumar College, Rajkot, has a small enrolment and therefore the boys receive more individual attention than at the other colleges. The Princes and Chiefs of Kathiawar express their interest in the college by financial support and consequently it is in a sound condition. The Rajkumar College, Raipur, has introduced an interesting experiment in school discipline, of which the object is " to make senior boys feel that they are not being kept in leading strings but are expected and trusted to look after themselves to an appreciable extent ". But there are defects in the colleges. In some of them separate dining arrangements are made for the students, who thus do not obtain the full benefit of a residential school education. In some boarding houses boys differing greatly in age live together and it is common to find a great difference in age between the youngest and the eldest boy in a class. In some colleges the students are permitted to have private servants, a privilege which is bad for discipline.

Education of defectives.—The following table shows the number of institutions for the education of defectives in India and their enrolment:—

Province.	Number of schools		Number of pupils.		
	For deaf-mutes.	For the blind.	Deaf-mutes.	Blind.	Total.
Madras	2	4*	156	122	278
Bombay	4	3	157	125	282
Bengal	6	1	205	77	282
Punjab†		1	—	29	29
Burma	—	2	—	44	44
Bihar and Orissa	—	2	—	53	53
Central Provinces and Berar	1	—	21	—	21
TOTAL (British India)	13	13	539	450	989

* One of these schools is a combined institution for the blind and for deaf-mutes.

† There is also in the Punjab an aided school for defectives which had an enrolment of 36 pupils.

In the school for the blind at Palamcottah in the Madras Presidency an attempt is being made to transliterate books for general reading into Braille. Other institutions for defectives which deserve mention are the Children's House at Kurseong, Bengal, with 19 pupils; the Leper School at Bapatla, Madras Presidency, with 12 pupils; and the Leper Asylum at Purulia, Bihar and Orissa, with 177 pupils.

A. H. MACKENZIE.

APPENDIX.

BRITISH INDIA.

General Educational Tables, 1928-29.

INDEX.

	Pages.
General Summary of Educational Institutions and Scholars	52
General Summary of Expenditure on Education	53
Explanations	54
I. Classification of Educational Institutions	55
II-A. Distribution of Scholars attending Educational Institutions for Males	56—57
II-B. Distribution of Scholars attending Educational Institutions for Females	58—59
III-A. Expenditure on Education for Males	60—62
III-B. Expenditure on Education for Females	63—65
IV-A. Race or Creed of Male Scholars receiving General Education	66
IV-B. Race or Creed of Female Scholars receiving General Education	67
V-A. Race or Creed of Male Scholars receiving Vocational and Special Education	68
V-B Race or Creed of Female Scholars receiving Vocational and Special Education	69
VI-A. Men Teachers	70
VI-B. Women Teachers	71
VII. European Education	72
VIII. Examination Results	73—74

General Summary of Educational Institutions and Scholars.

			Percentage of Scholars to population.			
			Recognised Institutions.		All Institutions.	
			1929.	1928.	1929.	1928.
Area in square miles	1,091,335					
Population –						
Males	127,042,463	Males	7·49	7·29	7·89	7·70
Females	120,285,483	Females	1·69	1·58	1·78	1·66
Total	247,327,946	Total	4·67	4·51	4·92	4·76

Recognised Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1929.	1928.	Increase or decrease.	1929.	1928.	Increase or decrease.	
	1	2	3	4	5	6	7
Universities	16	15	+1	(e)8,078	7,562	+516	...
For Males.							
Arts Colleges	223	217	+6	67,163	64 632	+2,531	(a)21,959 (b)42,845 (c) 1,605
Professional Colleges	64	64	...	17,425	16,962	+463	(a)13,055 (b) 2,340
High Schools	2,556	2,497	+59	809,564	771,927	+37,687	(c) 606 379 (d)203,185
Middle Schools	9,010	8.528	+482	1,142,929	1,083,289	+59,640	(c)379,761 (d·763,168
Primary Schools	171,386	168,648	+2,738	7,880.619	7,661,667	+218,952	(d),*7,880,619
Special Schools	8,801	9,838	—1,037	313,032	340,571	—27,539	...
Totals	192,040	189,792	+2,248	10,230,732	9,939,048	+291,684	...
For Females.							
Arts Colleges	19	19	...	1,364	1,320	+44	(a)296 (b)781 (c) †287
Professional Colleges	7	7	...	227	200	+27	(a)153 (b) 66
High Schools	278	262	+16	63,604	56,927	+6,677	(c)32,331 (d)31,273
Middle Schools	743	712	+31	95,879	90,411	+5,468	(c)21,357 (d)74,522
Primary Schools	30,302	28,651	+1,651	1,132,972	1,051,301	+81,671	(d)§1,132,972
Special Schools	389	352	+37	14,641	13,387	+1,254	...
Totals	31,738	30,003	+1,735	1,308,687	1,213,546	+95,141	...
Unrecognised Institutions.							
For Males	30,792	31,536	—744	541,470	545,854	—4,384	...
For Females	3,430	3,378	+52	76,872	69,212	+7,660	...
Totals	34,222	34,914	—692	618,342	615,066	+3,276	...
Grand Totals	258,016	254,724	+3,292	12,165,839	11,775,222	+390,617	...

(a) In Graduate and post-graduate classes.
(b) In Intermediate classes.
(c) In Secondary stage.
(d) In Primary stage
(e) Includes 292 scholars of professional colleges in Burma and 97 Law scholars in Delhi.

* Includes 43 scholars in secondary stage in Assam.
† Includes 170 scholars in primary stage in Bangalore.
§ Includes 38 scholars in secondary stage in Assam.

NOTE 1.—There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

NOTE 2.—Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

	Total expenditure.			Percentage of expenditure from				Cost per Scholar to				Total cost per scholar.
	1929.	1928.	Increase or decrease.	Govt. funds.	Local funds.*	Fees.	Other sources.	Govt. funds.	Local funds.*	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and Inspection	1,11,55,007	1,11,11,340	+43,667	93·1	6·6	...	0 3	...	...	...	...	...
Universities	1,43,29,539	1,11,58,956	+31,70,583	54·5	...	31·1	14·4	...	...	...	...	...
Boards of Secondary and Intermediate Education.	3,17,351	2,93,413	+23,938	18·4	...	81·6	...	...	...	...	...	...
†Miscellaneous	4,95,57,521	5,12,14,579	—16,57,058	45·2	12·1	15·0	27·7	...	...	...	...	...
Totals	7,53,59,418	7,37,78,288	+15,81,130	54·0	8·9	16·1	21·0	...	...	...	...	...
Institutions for Males.												
Arts Colleges	1,36,22,921	1,28,43,219	+7,79,702	42·7	0·5	42·7	14·1	88 10 10	1 0 4	88 13 6	29 5 11	207 14 7
Professional Colleges	77,61,172	75,62,826	+1,98,346	73·6	2·2	19·2	5·0	320 8 11	9 10 7	83 8 9	21 14 7	435 10 10
High Schools	4,42,01,804	4,18,68,131	+23,33,673	31·9	3·5	50·0	14·6	16 10 6	1 13 5	26 1 6	7 9 10	52 3 3
Middle Schools	2,26,94,909	(a)2,11,43,473	+15,51,436	38·4	24·1	26·8	10·7	7 9 10	4 12 7	5 5 2	2 2 1	19 13 8
Primary Schools	6,50,79,192	(a)6,23,69,925	+27,09,267	51·6	30 8	8·3	9·3	4 4 8	2 8 8	0 10 11	0 12 4	8 4 2
Special Schools	1,73,51,557	1,59,73,362	+13,78,195	66·3	4·0	9·9	19·8	36 11 9	2 3 10	5 7 5	10 15 11	55 6 11
Totals	17,07,11,555	(a)16,17,60,986	+89,50,619	46·6	16·4	24·9	12·1	7 12 5	2 11 8	4 2 4	2 0 4	16 10 9
Institutions for Females.												
Arts Colleges	5,27,801	5,12,865	+14,936	60·8	0·9	17·8	20·5	377 4 4	4 3 3	81 1 8	23 2 7	455 11 10
Professional Colleges	2,74,779	2,72,122	+2,657	83·7	...	11·8	4·5	1,013 6 11	...	142 12 8	54 4 1	1,210 7 8
High Schools	61,20,655	57,63,418	+3,57,237	44·0	1·7	32·9	21·4	41 10 11	1 9 8	31 3 0	20 4 6	94 12 1
Middle Schools	37,14,921	34,55,659	+2,59,262	38·5	13·6	16·1	31·8	14 14 5	5 4 5	6 3 9	12 5 4	38 11 11
Primary Schools	1,14,88,249	1,05,01,380	+9,86,869	44·7	35·8	3·2	16·3	4 8 6	3 10 2	0 5 2	1 10 5	10 2 3
Special Schools	25,34,875	22,32,657	+3,02,218	66·4	1·6	4·4	27·6	115 0 9	2 11 9	7 9 4	47 12 3	173 2 1
Totals	2,46,61,280	2,27,38,101	+19,23,179	46·7	19·3	13·0	21·0	8 12 9	3 10 4	2 7 1	3 15 4	18 13 6
GRAND TOTALS	27,07,32,253	(a)25,82,77,325	+1,24,54,928	48·7	14·6	21·3	15·4	11 6 8	3 6 7	5 0 1	3 9 9	23 7 1

N.B.—For explanation of certain terms used in the tables please see overleaf.

* Include both District Board and Municipal Funds.

† Includes expenditure on buildings.

(a)Revised.

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the space left blank below X and numbered for the purposes of this table XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table IX is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	...	...	...	16	...	16	...	...	...	...	...	...
Boards of Secondary and Intermediate Education.	4	...	...	2	...	6	...	...	...	...	...	...
Colleges—												
Arts and Science*	32	1	...	83	14	130	3	...	..	6	1	10
Law	4	...	...	3	7	14	...	...	...	.	...	...
Medicine	7	...	1	1	...	9	...	..	...	1	...	1
Education	15	...	...	..	...	15	2	...	...	3	1	6
Engineering	6	...	...	1	...	7	...	..	...	...	...	...
Agriculture	6	...	...	...	1	7	...	...	..	...	...	...
Commerce	1	...	...	5	1	7	...	...	...	...	...	...
Forestry	2	...	...	...	...	2	...	...	...	...	...	..
Veterinary Science	3	...	...	...	...	3	...	...	...	...	...	...
Intermediate and 2nd grade Colleges.	28	...	1	48	16	93	2	...	...	7	...	9
Totals	104	1	2	141	39	287	7	...	...	17	2	26
High Schools	325	136	94	1,456	545	2,556	41	1	2	224	10	278
Middle Schools { English	105	396	142	2,137	744	3,524	20	1	13	256	24	314
Middle Schools { Vernacular	53	4,263	85	1,070	15	5,486	82	32	68	243	4	429
Primary Schools	2,912	56,562	4,358	96,967	10,587	171,386	378	5,751	1,592	18,677	3,904	30,302
Totals	3,395	61,357	4,679	101,630	11,891	182,952	521	5,785	1,675	19,400	3,942	31,323
Special Schools:—												
Art	6	...	...	5	1	12	...	...	..	...	...	...
Law	2	...	...	...	...	2	...	...	...	...	...	...
Medical	17	...	..	4	5	26	2	...	...	3	...	5
Normal and Training.	419	67	9	43	5	543	109	2	3	82	5	201
Engineering †	8	...	...	1	1	10	...	...	...	...	...	...
Technical and Industrial.	128	25	6	226	19	404	4	...	...	78	6	88
Commercial	18	...	1	26	98	143	...	...	...	6	...	6
Agricultural	10	...	1	3	1	15	...	...	...	1	...	1
Reformatory	10	...	...	3	...	13	...	...	...	...	...	...
Schools for Defectives.	1	...	1	24	...	26	...	...	...	4	...	4
Schools for Adults	16	1,654	247	1,608	585	4,110	...	9	...	16	8	33
Other Schools	68	24	17	2,658	735	3,497	8	3	...	37	3	51
Totals	703	1,770	282	4,596	1,450	8,801	123	14	3	227	22	389
Totals for Recognised Institutions.	4,206	63,128	4,963	106,385	13,380	192,062	651	5,799	1,678	19,644	3,966	31,738
UNRECOGNISED INSTITUTIONS	...	96	10	81	30,605	30,792	...	1	8	24	3,397	3,430
GRAND TOTALS, All Institutions.	4,206	63,224	4,973	106,466	43,985	222,854	651	5,800	1,686	19,668	7 363	35,168

* Includes 3 *Oriental Colleges.*
† Includes *Survey* Schools.

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
In Recognised Institutions.									
University and Intermediate Education. (a)									
Arts and Science (b) & (c).	17,895	15,788	5,607	59	56	58	153	141	31
Law . .	1,803	1,506	81	...	...	...	...	...	...
Medicine . .	2,450	2,229	8[illegible]4	.	...	...	192	180	94
Education . .	1,121	1,082	906	...	...	...	...	...	...
Engineering .	1,643	1,542	1,237	...	...	...	...	...	...
Agriculture .	907	837	786	...	...	..	...	...	...
Commerce .	283	228	61	..	...	...	...	...	...
Forestry . . .	92	89	51	...	...	...	...	.	...
Veterinary Science .	428	394	312	..	...	...	...	...	...
Totals .	26,622	23,665	9,925	59	56	58	345	321	125
School and Special Education.									
In High Schools . .	110,286	98,701	14,507	42,013	38,217	1,670	34,978	31,618	863
In Middle { English Schools { Vernacular	17,183	15,866	1,633	54,864	46,483	2,734	26,421	23,469	727
	6,605	5,421	750	594,569	494,545	32,066	15,186	12,636	453
In Primary Schools .	120,651	91,636	392	3,243,746	2,475,686	1,968	541,809	414,013	24
Totals .	254,725	211,624	17,282	3,935,192	3,054,931	38,438	618,394	481,736	2,067
In Art Schools . .	1,940	1,492	161	...	...	...	...	...	...
In Law ,, .	163	103		...	...	...	...	...	...
In Medical Schools	4,097	3,650	1,258	...	.	...	...	..	...
In Normal and Training Schools.	21,995	20,263	13,440	770	743	536	117	106	12
In Engineering Schools.*	1,633	1,512	997	...	...	...	...	...	...
In Technical and Industrial Schools.	9,676	7,906	1,399	965	785	90	271	202	33
In Commercial Schools	1,102	987	103	...	...	...	10	8	...
In Agricultural Schools.	362	283	271	...	...	...	38	38	...
In Reformatory Schools.	1,[illegible]44	1,725	1,682	...	...	..	...	...	...
In Schools for Defectives.	29	20	23	...	..	...	30	26	30
In Schools for Adults	528	454	...	40,696	33,164	...	7,371	4,881	...
In Other Schools .	5,859	4,952	1,581	853	708	152	832	662	...
Totals	49,228	43,347	20,915	43,284	35,400	778	8,669	5,918	75
Totals for Recognised Institutions.	330,575	278,666	48,122	3,978,535	3,090,387	39,274	627,408	487,975	2,267
In Unrecognised Institutions.	...	...	..	3,944	2,685	...	568	856	...
Grand Totals, all Institutions for Males.	330,575	278,666	48,122	3,982,479	3,093,072	39,274	627,976	488,831	2,267

(a) Scholars reading more than one of the following subjects should be entered under only one head.
(b) Includes 545 scholars also reading *Law*, and 55 students of Ravenshaw College in Bihar and Orissa reading Law only.
(c) Includes 790 scholars in *Oriental Colleges*, and 319 Scholars in the Oriental department of Lucknow and Benares Universities.
* Includes *Survey* Schools.

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
45,566	39,974	15,200	11,179	9,772	2,893	74,852	65,731	23,789	916
3,593	3,461	673	2,013	1,617	517	7,409	6,584	1,271	10
1,100	1,076	582	...	...	...	3,742	3,485	1,560	149
134	128	40	...	...	...	1,255	1,210	946	20
675	584	534	...	...	...	2,318	2,126	1,771	...
...	...	...	49	47	49	956	884	835	1
1,001	831	394	315	261	...	1,599	1,320	455	2
15	15	...	...	...	...	107	104	51	...
...	...	...	...	...	...	428	394	312	...
52,084	46,069	17,423	13,556	11,697	3,459	92,666	81,538	30,990	1,098
480,996	417,071	43,551	141,291	111,043	6,504	809 564	696,650	67,095	11,368
240,381	197,362	11,935	68,889	52,963	1,336	407,738	336,143	18,365	6,609
117,802	116,049	12,644	1,029	849	148	735,191	629,509	46,061	47,808
3,663,166	2,993,847	12,904	311,247	243,836	232	7,680,619	6,219,008	15,529	705,213
4,502,345	3,724,329	81,034	522,456	408,691	8,220	9,833,112	7,881,311	147,041	770,998
369	278	...	22	10	...	2,331	1,780	161	54
...	...	...	...	..		163	103	...	...
485	401	148	916	776	214	5,498	4,827	1,620	100
2,789	2,622	1,374	82	79	53	25,753	23,813	15 415	176
40	38	...	168	168	...	1,841	1,718	997	...
10,704	8,421	2,797	1,140	976	8	22,756	18,290	4,327	558
1,872	1,669	61	3,859	2,826	4	6,843	5,490	168	232
124	131	14	74	49	...	598	496	285	...
522	483	522	...	...	...	2,366	2,208	2,204	81
865	704	562	...	...	...	924	750	615	150
42,249	33,942	...	13,686	10,605	...	104,530	83,046	...	531
98,963	80,400	2,300	32,917	25,428	353	189,429	112,210	4,386	1,809
158,987	129,149	7,778	52,864	40,917	632	313,032	254,731	30,178	8,696
4,718,416	3,899,547	106,235	588,876	461,305	12,311	10,238,810	8,217,880	208,209	775,732
4,087	3,326	...	532,871	371,182	137	541,470	377,549	137	34,454
4,717,503	3,902,873	106,235	1,121,747	832,487	12,448	10,780,280	8,595,429	208,346	810,186

II-B.—Distribution of Scholars attending

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education (*a*).									
Arts and Science (*b*) .	463	386	244	...	...	...	...	...	...
Medicine . . .	...	...	...	...	...	...	...	...	...
Education . .	60	56	54	...	...	...	...	...	...
Totals .	523	442	298	...	...	...	...	...	...
School and Special Education.									
In High Schools .	12,701	10,227	1,267	231	213	...	390	377	23
,, Middle Schools { English .	2,421	1,869	80	101	88	...	1,648	1,352	...
,, Middle Schools { Vernacular	11,337	8,208	145	2,446	1,834	59	10,062	8,031	25
,, Primary Schools .	25,655	18,009	71	263,602	194,875	22	164,188	115,002	...
Totals .	52,114	38,313	1,563	266,380	197,010	81	176,288	124,762	48
In Medical Schools .	136	139	128	...	...	...	...	...	...
,, Normal and Training Schools.	3,008	2,864	2,038	69	46	65	33	32	...
,, Technical and Industrial Schools.	413	379	7	...	...	...	...	...	...
,, Commercial Schools.	...	...	...	...	...	...	...	...	...
,, Agricultural Schools.	..	...	...	...	...	...	...	...	...
,, School for Adults .	...	...	...	229	201	...	...	...	...
,, Other Schools . .	135	102	...	93	76	17	...	...	...
Totals .	3,692	3,484	2,173	391	323	82	33	32	...
Totals for Recognised Institutions.	56,329	42,239	4,034	266,771	197,333	163	176,321	124,794	48
IN UNRECOGNISED INSTITUTIONS.	...	...	...	21	11	...	385	155	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	56,329	42,239	4,034	266,792	197,344	163	176,706	124,949	48
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	886,904	320,905	52,156	4,249,271	3,290,416	139,437	804,692	613,280	2,315

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.
(*b*) Includes *nil* scholars in *Oriental Colleges.*

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
845	786	449	56	50	22	1,364	1,222	715	...
81	74	81	...	...	...	81	74	81	...
77	71	72	9	9	...	146	136	126	...
1,003	931	602	65	59	22	1,591	1,432	922	...
49,254	43,692	14,176	1,028	842	181	63,604	55,851	(a)15,655	5,423
32,712	28,146	7,083	2,032	1,707	277	38,914	33,162	7,440	4,958
32,572	27,612	2,819	548	420	87	56,965	46,105	3,135	3,264
569,074	466,107	9,292	90,453	70,335	109	1,132,972	864,328	9,494	38,112
703,612	565,557	33,370	94,061	73,304	654	1,292,455	998,946	(a)35,724	51,757
236	234	157	...	...	...	372	373	285	...
2,423	2,262	1,862	64	59	29	5,597	5,263	3,934	...
3,993	3,316	1,281	104	61	11	4,510	3,756	1,299	32
234	160	10	...	...	...	234	160	10	...
50	30	...	...	...	...	50	30	...	...
1,048	738	28	169	146	...	1,446	1,085	28	...
2,099	1,736	324	105	75	...	2,432	1,989	341	242(b)
10,063	8,476	3,602	442	341	40	14,641	12,656	5,897	274
714,698	574,964	37,574	94,568	73,704	716	1,308,687	1,013,084	(a)42,513	52,031
2,417	1,740	...	74,049	52,092	129	76,872	53,998	129	5,961
717,115	576,704	37,574	168,617	125,796	845	1,385,559	1,067,032	(a)42,672	57,992
5,434,618	4,479,577	143,809	1,290,364	958,283	13,293	12,165,889	9,662,461	(a)251,018	...

(a) Includes 8 boarders attending the Provincial Hostel, Peshawar (students of the Anglo-Vernacular Secondary Schools at Peshawar) not shown in details.
(b) Includes 104 scholars of schools for Defectives.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 56,77,929 the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items:—
Scholarships, Hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	31,190	..	..	2,30,230	..	2,61,420	..	..	..	..	..	..
Arts Colleges	33,41,148	..	1,080	13,49,174	1,72,594	48,63,996	..	..	..	..	12,800	12,800
Professional Colleges—												
Law	11,383	..	..	1,66,868	315	1,78,066	..	..	..	..	..	..
Medicine	17,93,856	..	..	3,90,832	45,727	22,30,415	..	..	1,61,256	56,017	..	2,17,273
Education	10,94,068	639	289	1,441	6,439	11,02,821	..	..	..	..	..	..
Engineering	11,86,832	..	..	1,83,390	2,58,126	16,28,348	..	..	..	..	..	..
Agriculture	7,38,367	..	..	41,394	351	7,80,112	..	..	..	..	..	..
Commerce	12,076	..	..	40,063	19,999	72,138	..	..	..	..	..	..
Forestry	2,95,990	..	..	..	..	2,95,990	..	..	..	..	..	..
Veterinary Science	4,24,660	..	..	32,949	..	4,57,609	..	..	..	..	..	..
Intermediate Colleges	11,25,078	..	..	4,18,605	6,736	15,50,419	2,500	..	..	11,832	2,601	16,933
Totals	1,00,54,643	639	1,319	28,54,446	5,10,287	1,34,21,334	2,500	..	1,61,256	67,849	15,401	2,47,006
School Education.												
General.												
High Schools	60,48,526	4,172	10,240	30,42,700	27,943	91,33,581	8,10,372	6,76,572	3,94,267	17,98,139	64,735	37,44,085
Middle Schools—												
English	7,21,447	6,600	..	2,96,796	2,135	10,26,972	6,82,605	5,62,853	3,92,444	8,54,484	41,907	24,44,293
Vernacular	1,83,466	..	..	6,287	15	1,89,768	53,30,417	21,47,084	2,19,557	9,56,992	57,343	87,11,393
Primary Schools	12,51,546	18,049	8,460	9,274	8,328	12,95,657	2,46,40,509	87,92,449	55,92,332	11,22,528	5,91,803	4,07,39,621
Totals	82,04,985	28,821	18,700	33,55,051	38,421	1,16,45,978	3,14,63,903	1,21,78,958	65,08,600	47,32,143	7,55,788	5,56,39,392
Special.												
Arts Schools	3,64,783	775	654	32,737	9,529	4,08,478	..	..	..	..	..	..
Law Schools	..	..	..	10,032	47	10,079	..	..	..	..	..	..
Medical Schools	12,50,905	950	..	2,31,855	29,259	15,12,969	..	..	..	..	..	..
Normal and Training Schools.	40,22,821	36,954	12,570	11,789	14,109	40,98,243	1,26,195	76,177	22,169	522	62	2,25,125
Engineering Schools*	6,27,987	..	..	86,007	9,069	7,23,063	..	..	..	..	..	..
Technical and Industrial Schools	19,37,187	19,748	10,843	27,724	1,27,318	21,22,820	42,094	78,752	24,916	7,626	39,847	1,93,235
Commercial Schools	1,14,001	..	..	59,300	1,667	1,74,968	..	..	216	..	..	216
Agricultural Schools	1,15,285	..	..	2,055	1,726	1,19,066	4,640	..	..	..	242	4,882
Reformatory Schools	4,19,504	..	..	670	15,647	4,35,821	..	..	..	..	..	..
Schools for Defectives.	5,802	..	..	..	18	5,820	..	..	5,199	..	..	5,199
Schools for Adults	1,738	..	..	..	..	1,738	78,704	21,574	26,032	3	40,053	1,66,366
Other Schools	5,62,832	1,932	2,500	1,18,419	84,954	7,70,637	73,155	26,655	19,465	64,336	80,284	2,63,895
Totals	94,22,845	60,359	26,567	5,80,588	2,93,843	1,03,83,702	3,24,788	2,03,158	97,997	72,487	1,60,488	8,58,918
Grand Totals	2,76,82,473	89,819	46,586	67,90,085	8,42,051	3,54,51,014	3,17,91,191	1,23,82,116	67,67,853	48,72,479	9,31,677	5,67,45,316

* Include *Survey* Schools.

III-A.—Expenditure on Education for Males—*contd.*

—	Aided Institutions.						Recognised unaided institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Universities	78,05,121	..	..	44,54,128	20,70,290	1,43,29,539	..	..	..
Boards of Secondary and Intermediate Education	27,330	..	..	28,601	..	55,931	..	..	..
Arts Colleges	15,86,090	20,429	40,691	32,39,565	12,34,373	61,21,148	8,37,122	1,61,263	9,98,385
Professional Colleges —									
Law	80,000	..	..	2,25,816	..	2,55,816	1,61,100	..	1,61,100
Medicine	14,500	..	..	1,14,249	..	1,28,749	..	..	..
Education	..	..	..	..	..	..	..	..	..
Engineering	32,000	..	10,000	28,200	18,368	88,568	..	..	..
Agriculture	..	..	..	..	..	..	4,774	20,102	24,876
Commerce	76,694	..	..	24,873	20,883	1,22,450	16,841	..	16,841
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	5,71,631	898	10,300	6,23,803	3,65,753	15,72,385	1,70,231	2,56,170	4,26,401
Totals	1,01,43,366	21,327	60,991	87,39,235	37,09,667	2,26,74,586	11,90,068	4,37,535	16,27,603
School Education.									
General.									
High Schools	66,23,133	1,21,184	2,81,571	1,27,23,903	49,76,050	2,47,25,841	35,60,395	10,98,356	46,58,751
Middle Schools—									
English	16,98,254	4,51,132	1,00,604	32,16,694	16,97,099	71,63,783	7,00,972	4,98,193	11,99,165
Vernacular	85,948	12,82,624	3,99,974	52,400	1,18,762	19,39,703	1,789	18,043	19,832
Primary Schools	77,14,669	46,08,550	9,99,164	38,70,097	49,84,549	2,21,77,029	3,90,882	4,76,003	8,66,885
Totals	1,61,21,999	64,63,490	17,81,313	1,98,63,094	1,17,76,460	5,60,06,356	46,54,038	20,90,595	67,44,633
Special.									
Art Schools	20,992	480	3,000	4,289	11,852	40,613	259	1,899	2,158
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	6,000	1,000	1,166	31,574	23,605	63,345	75,194	34,810	1,10,004
Normal and Training Schools	3,70,659	2,178	..	4,289	1,42,897	5,20,023	3,440	4,771	8,211
Engineering Schools*	2,729	375	..	2,761	..	5,865	11,625	..	11,625
Technical and Industrial Schools	5,66,958	34,201	51,020	1,41,705	13,27,250	21,21,134	10,600	24,999	35,608
Commercial Schools	16,220	..	6,550	38,691	39,863	1,01,324	1,69,569	27,834	1,97,403
Agricultural Schools	2,800	800	1,500	..	9,786	14,636	..	300	300
Reformatory Schools	83,741	..	1,705	2,748	46,414	1,34,608	..	..	..
Schools for Defectives	62,224	550	14,208	8,460	1,31,724	2,17,166	..	..	..
Schools for Adults	73,851	24,907	10,916	21,294	53,830	1,84,798	5,350	9,337	14,687
Other schools	5,45,358	1,17,335	40,361	3,89,625	7,51,236	18,43,915	1,36,524	3,44,990	4,81,514
Totals	17,51,332	1,81,826	1,30,426	6,45,436	25,38,407	52,47,427	4,12,570	4,48,940	8,61,510
GRAND TOTALS	2,80,16,697	66,66,643	19,72,730	2,92,47,765	1,80,24,584	8,39,28,369	62,56,676	29,77,070	92,33,746

*Include *Survey* Schools.

III-A.—Expenditure on Education for Males—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	16,63,646	484	..	..	..	16,64,130
Inspection	79,02,617	4,36,682	2,30,994	204	33,722	86,04,309
Buildings, etc.	1,87,60,058	31,01,742	7,47,288	4,49,957	64,19,463	2,44,78,508
Miscellaneous	65,92,949	13,77,078	4,23,799	48,85,887	42,50,802	1,74,78,515
Total[1]	2,99,19,270	49,15,986	14,02,081	52,84,138	1,07,03,987	5,22,25,462
University and Intermediate Education.						
Universities	78,05,121	..	..	44,54,123	20,70,290	1,43,29,539
Boards of Secondary and Intermediate Education	58,520	..	..	2,58,831	..	3,17,351
Arts Colleges	49,35,805	20,429	41,771	54,25,861	15,72,463	1,19,96,329
Professional Colleges—						
Law	41,383	..	..	5,53,284	315	5,94,982
Medicine	18,08,356	..	1,61,256	5,61,098	45,727	25,76,437
Education	10,94,063	639	239	1,441	6,439	11,02,821
Engineering	12,18,832	..	10,000	2,11,590	2,76,494	17,16,916
Agriculture	7,38,367	..	..	46,168	20,453	8,04,988
Commerce	88,770	..	..	31,777	40,882	2,11,429
Forestry	2,95,990	..	..	..	..	2,95,990
Veterinary Science	4,24,660	..	..	32,949	..	4,57,609
Intermediate Colleges	17,01,671	895	18,300	12,24,471	6,25,798	35,06,138
Totals	2,02,11,538	21,966	2,26,566	1,28,51,598	46,58,861	3,79,70,529
School Education.						
General.						
High Schools	1,34,83,248	8,01,928	6,86,078	2,11,25,187	61,65,872	4,22,62,258
Middle Schools—						
English	81,02,306	10,20,585	4,03,048	50,68,940	22,39,334	1,18,34,213
Vernacular	55,99,826	34,29,708	6,19,531	10,17,468	1,94,163	1,08,60,696
Primary Schools	3,86,06,724	1,34,19,048	65,99,956	53,92,781	60,60,683	6,50,79,192
Total[2]	5,57,92,099	1,86,71,269	83,08,613	3,26,04,326	1,46,60,052	13,00,36,359
Special.						
Art Schools	3,85,775	1,255	3,654	37,285	23,280	4,51,249
Law Schools	..	..	..	10,032	47	10,079
Medical Schools	12,56,905	1,950	1,166	3,38,623	87,674	16,86,318
Normal and Training Schools	45,19,675	1,15,309	34,739	20,040	1,61,839	48,51,602
Engineering Schools*	6,30,716	375	..	1,00,393	9,069	7,40,553
Technical and Industrial Schools	25,46,289	1,32,701	86,779	1,87,664	15,19,414	44,72,797
Commercial Schools	1,30,221	..	6,766	2,67,560	69,364	4,73,911
Agricultural Schools	1,22,525	800	1,500	2,055	12,004	1,38,884
Reformatory Schools	5,03,245	..	1,705	3,418	62,061	5,70,429
Schools for Defectives	68,026	550	10,407	8,460	1,81,742	2,28,185
Schools for Adults	1,54,293	46,481	36,948	26,647	1,03,220	3,67,589
Other schools	11,81,605	1,45,922	62,326	7,08,004	12,01,204	33,59,961
Totals	1,14,99,225	4,45,343	2,54,990	17,11,081	34,40,918	1,73,51,557
GRAND TOTALS	11,74,22,182	2,40,54,564	1,01,92,250	5,24,51,143	3,84,63,818	23,75,83,907

*Include *Survey* Schools.

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 4,14,085 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items :—

Scholarships, Hostel charges and other Contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	2,12,592	..	..	29,794	..	2,42,386	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	50,753	..	..	2,465	..	53,218	..	..	..	..	..	..
Intermediate Colleges	21,275	..	..	2,830	..	24,105	..	..	..	..	..	..
Totals	2,84,620	..	..	35,089	..	3,19,709	..	..	..	..	..	..
School Education.												
General.												
High Schools	8,32,871	..	1,263	1,61,905	4,504	10,00,543	10,360	35	32,612	3,095	1,770	48,472
Middle Schools—												
English	1,46,562	..	..	14,250	976	1,61,788	11,044	3,029	45,733	7,561	158	67,525
Vernacular	2,16,159	..	..	2,871	46	2,19,076	52,955	23,303	1,01,677	7,662	112	2,45,709
Primary Schools	3,64,411	2,291	10	1,108	506	3,68,326	31,57,175	9,58,285	21,05,901	10,549	36,751	63,28,661
Totals	15,60,003	2,291	1,273	1,80,134	6,032	17,49,733	32,31,534	9,84,652	24,05,923	29,467	38,791	66,90,367
Special.												
Medical Schools	1,15,166	..	..	480	..	1,15,646	..	..	..	..	..	..
Normal and Training Schools.	9,47,508	829	1,338	622	1,350	9,51,647	4,373	14,888	7,089	203	3,744	30,297
Technical and Industrial Schools.	30,679	..	..	..	..	30,679	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	442	..	..	..	..	442
Other Schools	10,601	..	..	..	..	10,601	9,818	243	..	..	..	10,061
Totals	11,03,954	829	1,338	1,102	1,350	11,08,573	14,633	15,131	7,089	203	3,744	40,800
GRAND TOTALS FOR FEMALES.	29,48,577	3,120	2,611	2,16,325	7,382	31,78,015	32,46,167	9,99,783	24,13,012	29,670	42,585	67,31,167
GRAND TOTALS FOR MALES.	2,76,82,473	89,819	46,586	67,90,085	8,42,051	3,54,51,014	3,17,91,191	1,23,82,116	67,67,853	48,72,479	9,31,677	5,67,45,316
GRAND TOTALS FOR ALL.	3,06,31,050	92,939	49,197	70,06,410	8,49,433	3,86,29,029	3,50,37,358	1,33,81,899	91,80,865	49,02,149	9,74,212	6,34,76,483

III-B.—Expenditure on Education for Females—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	57,860	..	..	33,648	66,846	1,58,363	8,040	2,510	10,550
Professional Colleges—									
Medicine	1,49,665	..	..	23,656	..	1,73,321	..	..	..
Education	29,631	..	..	6,293	12,316	48,240	..	..	..
Intermediate Colleges	84,462	..	5,736	36,313	59,718	1,86,229	..	..	..
Totals	3,21,627	..	5,736	99,910	1,38,880	5,66,153	8,040	2,510	10,550
School Education.									
General.									
High Schools	18,07,834	5,053	63,127	17,85,738	12,13,768	48,75,520	32,437	69,851	1,02,288
Middle Schools—									
English	8,13,852	12,120	60,291	5,28,276	8,11,154	22,25,193	15,908	55,643	71,551
Vernacular	1,87,660	43,436	1,56,448	21,217	3,06,958	7,15,719	..	8,360	8,360
Primary Schools	16,15,482	6,25,513	3,66,781	3,29,033	16,02,781	46,29,590	22,694	1,38,978	1,61,672
Totals	44,24,328	6,86,122	6,46,647	26,64,264	40,24,661	1,24,46,022	71,039	2,72,832	3,43,871
Special.									
Medical Schools	59,799	6,347	2,246	24,482	65,468	1,58,342	..	..	..
Normal and Training Schools	3,67,897	35	350	30,469	2,46,297	6,45,048	1,520	8,304	9,824
Technical and Industrial Schools	78,250	680	4,901	20,536	2,81,959	3,86,326	150	6,147	6,297
Commercial Schools	12,658	..	..	15,964	2,148	30,770	..	..	..
Agricultural Schools	360	..	..	..	..	360	..	..	..
Schools for Adults	11,516	..	..	2,266	22,330	36,112	..	..	..
Other schools	35,369	1,100	..	12,676	58,794	1,07,939	1,673	2,811	4,484
Totals	5,65 849	8,162	7,497	1,06,393	6,76,996	13,64,897	3,343	17,262	20,605
GRAND TOTALS FOR FEMALES	53,11,804	6,94,284	6,59,880	28,70,567	48,40,537	1,43,77,072	82,422	2,92,604	3,75,026
GRAND TOTALS FOR MALES.	2,80,16,697	66,66,643	19,72,730	2,92,47,765	1,80,24,534	8,39,28,369	62,56,676	29,77,074	92,33,746
GRAND TOTALS FOR ALL	3,33,28,501	73,60,927	26,32,610	3,21,18,332	2,28,65,071	9,83,05,441	63,39,098	32,69,674	96,08,772

III-B.—Expenditure on Education for Females—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	3,18,117	9,605	57,849	..	997	8,86,568
Buildings, etc.	9,64,435	1,04,770	88,736	1,15,684	12,94,470	25,68,095
Miscellaneous	10,96,045	59,273	74,632	20,52,018	17,50,435	50,32,403
Totals	28,78,597	1,73,648	2,21,217	21,67,702	30,45,902	84,87,066
University and Intermediate Education.						
Arts Colleges	2,72,461	..	..	71,482	67,356	4,11,299
Professional Colleges—						
Medicine	1,49,665	..	..	23,656	..	1,73,321
Education	80,384	..	..	8,758	12,316	1,01,458
Intermediate Colleges	1,05,737	..	5,736	39,143	59,718	2,10,334
Totals	6,08,247	..	5,736	1,43,039	1,39,390	8,96,412
School Education.						
General.						
High Schools	26,51,065	5,088	97,002	19,83,775	12,89,893	60,26,823
Middle Schools—						
English	9,71,826	15,149	1,06,024	5,65,995	8,67,063	25,26,057
Vernacular	4,56,774	66,789	3,18,125	31,750	3,15,476	11,88,864
Primary Schools	51,37,068	15,86,089	25,32,692	3,63,384	18,69,016	1,14,88,249
Totals	92,16,733	16,73,065	30,53,843	29,44,904	43,41,448	2,12,29,993
Special.						
Medical Schools	1,74,965	6,347	2,246	24,962	65,468	2,73,988
Normal and Training Schools	13,19,778	15,752	8,777	82,814	2,59,695	16,36,816
Technical and Industrial Schools	1,08,929	680	4,901	20,686	2,88,106	4,23,302
Commercial Schools	12,658	..	..	15,964	2,148	30,770
Agricultural Schools	860	..	..	..	..	860
Schools for Adults	11,958	..	..	2,266	22,330	36,554
Other schools	55,788	1,343	..	14,349	61,605	1,33,085
Totals	16,84,436	24,122	15,924	1,11,041	6,99,352	25,34,875
Grand Totals for Females	1,43,88,013	18,70,835	32,96,720	53,66,686	82,26,092	3,31,48,346
Grand Totals for Males	11,74,22,132	2,40,54,564	1,01,92,250	5,24,51,143	3,34,63,818	23,75,83,907
Grand Totals for All	13,18,10,145	2,59,25,399	1,34,88,970	5,78,17,829	4,16,89,910	27,07,32,253

IV-A.—Race or Creed of Male Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION .	162,746	1,426,165	83,988,484	31,118,291	5,672,897	46,631	1,345,979	3,196,093	126,957,28 ‡
School Education.									
Classes.									
Primary . . I	6,125	94,872	2,722,692	1,176,807	135,790	1,372	40,231	67,889	4,245,778
II	2,691	37,098	1,024,160	418,375	35,576	990	32,173	21,592	1,572,655
III	2,495	28,416	776,904	265,153	28,004	948	15,272	14,725	1,131,917
IV	2,401	21,570	551,308	149,129	18,728	885	11,928	8,246	764,175
V	2,124	13,059	332,764	84,972	8,624	802	8,478	2,739	453,562
† Middle . . VI	2,304	8,771	219,978	54,602	8,374	955	7,384	1,381	303,749
VII	1,944	6,996	169,561	39 883	8,572	856	5,828	874	234,514
VIII	1,464	5,420	118,042	28,195	1,797	839	5 162	337	161,256
† High . . IX	798	3,194	76,659	14,336	1,651	794	3,221	257	101,510
X	896	2,612	63,299	12,054	1,539	668	2,522	192	83,782
.	277	1,798	46,482	6,218	80	646	31	96	55,628
.	41	189	9,127	1,204	...	665	17	34	11,277
TOTALS .	23,560	223,995	6,110,976	2,251,528	248,785	10,400	132,247	118,362	9,119,803 (a)
University and Intermediate Education.									
Intermediate classes. 1st year	130	598	15,808	2,338	280	206	601	44	20,005
2nd year	135	577	15,258	2,292	365	187	600	47	19,461
Degree classes 1st year	55	385	8,392	1,487	128	82	182	17	10,728
2nd year	56	336	9,916	1,868	137	85	240	30	12,668
3rd year	3	24	297	60	...	...	9	...	393
Post-graduate classes. 1st year	2	37	1,600	293	9	16	41	5	2,003
2nd year	1	19	1,149	235	1	11	23	1	1,440
Research Students	...	...	67	5	...	...	2	...	74
TOTALS .	382	1,976	(b) 53,275	(c) 8,699	920	587	1,698	144	(d) & (e) 67,681
No. of scholars in recognised institutions.	23,942	225,971	6,164.251	2,260,227	249,655	10,987	133,945	118,506	9,187,484
No. of scholars in unrecognised institutions.	...	5,137	146,400	162,921	189,744	64	4,535	4,176	512,977
GRAND TOTALS .	23,942	231,108	6,310,651	2,423,148	439,399	11,051	138,480	122,682	9,700,461

* See explanation No. 9 on page 52.

† Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These lines could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.)

‡ Excludes 21,453 and 63,724 persons not enumerated by religion in Burma and in the Administered Areas in the Hyderabad State respectively.

(a) Excludes 104 pupils reading purely classical languages not shown by race or creed and one pupil of St. Edmund's College in Assam.

(b) Includes 788 scholars in U. P. not shown in details.

(c) ,, 121 ,, ,, U. P. ,, ,, ,, ,,

(d) *Vide* foot notes (b) and (c) above.

(e) Excludes 164 scholars of one Oriental College in the Punjab and 55 students of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 4,432 and 1,605 scholars reading in school stages in colleges in the United Provinces and in the Punjab respectively, and includes one pupil of St. Edmund's College in Assam.

IV-B.—Race or Creed of Female Scholars receiving General Education.

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
		1	2	3	4	5	6	7	8	9
TOTAL POPULATION.		96,171	1,374,538	80,296,024	28,370,926	5,815,506	42,931	1,020,895	3,191,537	120,208,528†
School Education.										
Primary	Classes. I	6,551	68,510	762,483	355,369	105,536	1,377	10,312	7,637	1,317,575
	II	2,810	19,235	185,962	65,417	31,887	921	3,222	1,827	311,281
	III	2,498	15,126	115,148	30,515	15,262	903	2,421	1,240	183,143
	IV	2,529	11,357	60,449	11,713	3,987	887	1,516	796	93,234
	V	2,110	8,571	30,181	4,147	1,632	671	936	309	48,557
Middle	VI	1,948	5,712	11,883	1,257	2,094	772	324	147	24,137
	VII	1,673	4,264	7,108	621	1,434	602	189	126	16,017
	VIII	1,300	2,543	3,449	354	237	482	139	59	8,562
High	IX	637	1,069	1,692	135	155	400	53	68	4,119
	X	694	778	1,670	64	122	294	27	38	3,087
	.	218	438	750	20	1	196	1	28	1,652
	.	12	72	389	3	...	192	2	10	680
TOTALS	.	22,730	137,675	1,180,473	469,645	162,347	7,697	19,142	12,285	2,012,044(a)
University and Intermediate Education.										
Intermediate classes.	1st year	61	195	341	24	16	25	16	14	692
	2nd year	47	151	242	9	35	43	5	17	549
Degree classes	1st year	22	108	138	7	8	32	...	3	318
	2nd year	36	71	115	5	5	7	...	8	247
	3rd year	...	1	3	...	..	...	...	...	4
Post-graduate classes	1st year	2	11	37	...	1	4	1	...	56
	2nd year	...	4	16	1	...	1	1	...	23
Research students		...	...	...	..	...	...	..	...	...
TOTALS	.	168	541	892	46	65	112	23	42	1,889 (b)
No. of scholars in recognised institutions		22,948	138,216	1,181,365	469,691	162,412	7,809	19,165	12,327	2,013 933
No. of scholars in unrecognised institutions		...	2,423	25,545	70,519	3,682	316	2,297	583	105,365
GRAND TOTALS	.	22,948	140,639	1,206,910	540,210	166,094	8,125	21,462	12,910	2,119,298

* See explanation No. 9 on page 52.

† Excludes 21,610 and 155,315 persons not enumerated by religion in Burma and in the Administered Areas in the Hyderabad State, respectively.

(a) Excludes 43 girls reading classics in Assam not shown by race or creed.

(b) Excludes 104 and 287 scholars reading in School stages in colleges in the United Provinces and Bangalore, respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
School Education.									
Art Schools . .	22	113	1,772	273	34	30	23	10	2,277
Law Schools .	...	.	146	17	...	...	...	...	163
Medical Schools .	28	139	4,165	891	48	1	115	11	5,398
Normal and Training Schools.	2	2,483	16,172	4,906	1,327	1	582	104	25,577
Engineering and Surveying Schools.	47	33	1,390	141	139	16	69	6	1,841
Technical and Industrial Schools.	501	2,578	12,170	5,808	117	177	469	415	22,235
Commercial Schools .	109	404	4,966	531	187	319	67	28	6,611
Agricultural Schools	1	101	419	72	1	...	...	4	598
Reformatory Schools	5	99	1,391	750	72	2	5	11	2,335
Schools for Defectives	19	245	511	80	9	11	1	2	878
Schools for Adults .	...	450	45,582	52,430	380	8	4,899	250	103,999
Other schools . .	6	432	41,815	81,881	12,761	118	328	417	137,758
TOTALS .	740	7,077	130,499	147,780	15,075	683	6,558	1,258	309,670
University and Intermediate Education.									
Law . . .	8	113	6,021	1,112	59	42	92	7	7,454(a)
Medicine . . .	43	180	2,785	423	25	46	85	6	3,593
Education . .	23	53	794	296	3	1	61	2	1,235
Engineering . .	52	54	1,923	175	20	24	66	4	2,318
Agriculture . .	4	20	615	160	38	14	71	13	955
Commerce . .	4	25	1,377	112	4	50	14	11	1,597
Forestry . .	5	8	70	16	8	...	...	...	107
Veterinary Science .	1	17	273	103	3	...	30	1	428
TOTALS .	140	470	13,858	2,419	160	177	419	44	17,687
GRAND TOTALS .	880	7,547	144,357	150,199	15,235	860	6,977	1,302	327,357

* See explanation No. 9 on page 52.
(a) Includes 55 students of the Ravenshaw College reading Law only.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total
	1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION.									
Medical Schools	23	304	112	7	2	1	13	10	472
Normal and Training Schools	245	2,618	1,688	467	586	27	116	26	5,773
Technical and Industrial Schools	70	2,505	2,121	109	61	1	51	113	5,031
Commercial Schools	394	23	8	3	32	6	...	...	466
Agricultural Schools	...	44	...	...	...	...	...	6	50
Schools for Adults	...	13	1,305	433	7	62	138	19	1,977
Other Schools	71	432	2,149	584	560	178	37	223	4,234
TOTALS	803	5,939	7,383	1,603	1,248	275	355	397	18,003
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Medicine	32	50	113	9	...	17	8	1	230
Education	79	43	32	...	3	5	...	4	166
Law	2	1	4	...	1	2	...	...	10
Agriculture	...	...	1	...	...	...	...	...	1
Commerce	...	...	...	...	...	2	...	...	2
TOTALS	113	94	150	9	4	26	8	5	409
GRAND TOTALS	916	6,033	7,533	1,612	1,252	301	363	402	18,412

* See explanation No. 9 on page 52.

VI-A.—Men Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	2	177	1,327	1,562	19	3	10	256	884	3,087	1,153	4,240
Local Board and Municipal.	12	1,727	46,755	38,954	524	137	96	5,885	39,589	87,972	45,707	133,679
Aided	32	1,583	25,571	18,008	820	62	160	26,495	82,723	46,014	109,440	155,454
Unaided	2	39	963	608	12	6	7	3,466	9,813	1,624	13,292	14,916
Totals	48	3,526	74,616	59,132	1,375	208	273	36,102	133,009	138,697	169,592	308,289
Middle Schools.												
Government	72	428	363	6	8	9	8	56	122	880	195	1,075
Local Board and Municipal.	296	1,541	16,642	852	237	43	160	702	5,756	19,568	6,661	26,229
Aided	198	1,220	3,931	1,286	335	183	434	3,976	5,029	6,970	9,622	16,592
Unaided	42	147	872	34	12	32	170	961	1,883	1,107	3,046	4,153
Totals	608	3,336	21,811	2,178	592	267	772	5,695	12,790	28,525	19,524	48,049
High Schools.												
Government	2,147	1,223	873	56	149	161	379	305	736	4,448	1,581	6,029
Local Board and Municipal.	990	1,275	322	52	353	88	145	208	634	2,992	1,075	4,067
Aided	3,043	3,009	2,404	348	634	1,952	2,789	3,441	5,563	9,438	13,745	23,183
Unaided	204	161	495	22	12	1,218	1,131	1,839	2,156	894	6,344	7,238
Totals	6,384	5,668	4,094	478	1,148	3,419	4,444	5,793	9,089	17,772	22,745	40,517
GRAND TOTALS	7,040	12,530	100,521	61,788	3,115	3,894	5,489	47,590	154,888	184,994	211,861	396,855

VI-B.—Women Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers	Total Untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	...	45	253	299	2	1	...	28	401	599	430	1,029
Local Board and Municipal.	...	165	2,405	3,923	68	2	1	261	4,795	6,561	5,059	11,620
Aided	31	428	3,238	2,474	320	25	40	2,007	7,451	6,491	9,523	16,014
Unaided	1	5	65	57	...	1	...	209	804	128	1,014	1,142
Totals	32	643	5,961	6,753	390	29	41	2,505	13,451	13,779	16,026	29,805
Middle Schools.												
Government	16	88	206	93	6	1	7	13	220	409	241	650
Local Board and Municipal.	4	37	188	113	23	...	2	26	267	365	295	660
Aided	67	650	1,256	727	140	40	58	261	1,130	2,840	1,489	4,329
Unaided	4	8	43	1	..	1	...	16	64	56	81	137
Totals	91	783	1,693	934	169	42	67	316	1,681	3,670	2,106	5,776
High Schools.												
Government	84	250	141	7	16	14	49	14	72	498	149	647
Local Board and Municipal.	6	10	23	13	4	...	1	2	10	56	13	69
Aided	321	1,127	518	125	60	88	185	145	684	2,151	1,102	3,253
Unaided	6	6	1	...	1	3	12	6	28	14	49	63
Totals	417	1,393	683	145	81	105	247	167	794	2,719	1,313	4,032
GRAND TOTALS	540	2,819	8,337	7,832	640	176	355	2,988	15,926	20,168	19,445	39,613

VII.—European Education.

Total European and Anglo-Indian population . . Male 162,746 Female 96,171 Total 258,917

Percentage to European and Anglo-Indian population of those at school.

Males	Females	Total.
17·88	27·89	21·60

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and *vice versa*.	Number of Non-Europeans on roll.	Teachers. Trained.	Teachers. Untrained.	Expenditure from Govt. funds.	Expenditure from Local funds.*	Expenditure from Fees.	Expenditure from Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	7	159	...	12	46	13	1,62,770	200	1,44,387	62,878	3,70,235
Training Colleges	1	22	...	...	...	...	19,929	...	...	...	19,929
High Schools	70	17,548	857	3,827	591	359	11,52,441	15,748	11,73,176	7,12,517	30,53,882
Middle Schools	41	4,798	1,408	968	217	137	1,94,652	697	1,57,151	1,65,307	5,17,807
Primary Schools	52	3,094	1,030	486	125	70	96,444	1,135	77,324	1,14,359	2,89,262
Training Schools	...	...	...	...	...	...	1,318	...	...	...	1,318
Technical and Industrial Schools.	2	199	...	41	8	2	25,680	...	3,844	18,500	48,024
Commercial Schools.	...	...	...	...	...	...	...	...	...	...	...
Other schools	1	19	8	...	1	2	10,443	...	323	...	10,766
TOTALS	174	25,839	3,303	5,334	988	583	16,63,677	17,780	15,56,205	10,73,561	43,11,223
Institutions for Females.											
Arts Colleges	1	299	...	93	15	10	9,387	...	12,696	8,694	30,777
Training Colleges	2	60	...	2	8	2	40,728	...	4,905	2,246	47,879
High Schools	101	18,071	3,161	3,454	911	402	11,11,976	21,355	10,52,546	4,87,965	26,73,842
Middle Schools	66	7,416	1,958	1,502	335	158	2,94,273	18,584	2,69,619	2,71,430	8,53,936
Primary Schools	63	3,865	1,437	807	133	124	96,434	4,825	1,07,785	1,45,829	3,54,873
Training Schools	9	179	...	17	36	5	56,806	..	14,920	18,936	90,662
Technical and Industrial Schools.	1	72	...	15	2	3	700	...	...	1,903	2,603
CommercialSchools	5	99	...	...	7	2	11,338	...	11,069	1,765	24,172
Other schools	1	18	..	...	1	...	7,202	...	...	3,472	10,674
TOTALS	249	30,079	6,559	5,890	1,448	706	16,28,844	44,764	14,73,570	9,42,249	40,89,418
GRAND TOTALS FOR INSTITUTIONS.	423	55,918	...	11,224	2,436	1,289	32,92,521	62,544	30,29,775	20,15,801	84,00,641
Expenditure on buildings includes Rs. 1,69,257 spent by the Public Works Department.			Inspection . . .				1,36,486	...	...	...	1,36,486
			Buildings, etc. . . .				6,87,319	4,500	1,42,058	10,71,674	19,05,551
"Miscellaneous" includes the following main items :—			Miscellaneous . . .				10,38,079	3,180	28,63,402	15,42,656	54,47,317
			TOTALS .				18,61,884	7,680	30,05,460	26,14,330	74,89,354
Scholarships, hostel charges and other contingent charges.			GRAND TOTALS .				51,54,405	70,224	60,35,235	46,30,131	1,58,89,995

* Include both District Board and Municipal Funds.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS.												
Arts and Science.												
D. Litt.	...	...	...	...	...	...	...	...	...	...	...	...
Ph. D.	...	13	13	...	7	7	...	...	...	...	...	..
D. Sc.	1	6	7	1	5	6	.	...	...	...	...	...
M. A.	1,065	379	1,444	778	242	1,020	28	17	45	19	9	28
M. Sc.	434	46	480	303	26	329	1	...	1	...	.	...
B. A. (Honours)	1,433	211	1,644	827	142	969	51	4	55	43	4	47
B. Sc. (Honours)	328	16	344	180	4	184	..	1	1	...	1	1
B. A. (Pass	8,415	4,783	13,198	4,401	1,795	6,196	147	133	280	107	67	174
B. Sc. (Pass)	2,046	202	2,248	1,266	97	1,363	13	2	15	7	2	9
Law.												
Master of Law	...	56	56	..	7	7	...	...	...	.	...	...
Bachelor of Law	5,001	322	5,323	2,750	183	2,933	3	...	3	1	...	1
Medicine.												
M. D.	18	8	26	3	4	7	1		1	1	...	1
M. B., B S.	1,371	4	1,375	486	4	490	48	...	48	20		20
L. M. S.	75	...	75	33	...	33	5	...	5	2	..	2
M. C. P. & S. (Bombay)	5	..	5	1	...	1	...	...	..	...	...	...
M. S. F. M. (Calcutta).	19	...	19	5	..	5	...	...	...	...	..	...
M. S.	11	4	15	4	2	6	...	...	...	...	...	...
M. Obstetrics	...	..	..	...	...	...	...	...	..	...	..	...
B. Hyg.	11	...	11	2	...	2	...	...		...	...	...
D. P. H.	12	24	36	9	18	27	...	...	...	...		...
D. O.	6	...	6	3	...	3	...	...	...	...	...	...
B. Sc. (Sanitary)	31	...	31	18		18	...	...	...	...		...
D. T. M. (Calcutta).	17	23	40	14	20	34	—		...	..		
Engineering.†												
Bachelor of C. E.	225	...	225	172	...	172	...	...	...	...	...	..
Bachelor of M. E.	87	...	87	75	...	75	...	...	...		..	...
Bachelor of Mining and Metallurgy.	4	...	4	4	...	4	...	...	...	...	...	...
Education.												
B. E., B T., & L. T.	714	96	810	579	58	637	66	28	94	53	21	74
Commerce.												
Master of Commerce.	2	...	2	1	...	1	...	...	...	..	..	...
Bachelor of Commerce.	329	83	412	210	38	248	.	...	...	...	...	...
Agriculture.												
Master of Agriculture	6	..	6	2	...	2	...	...	...	.	...	...
Bachelor of Agriculture.	157	...	157	114	..	114	...	...	..	...	...	...

* *i.e.*, appearing from a recognised institution.
† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts.	11,064	2,310	13,374	5,659	803	6,462	375	117	492	245	82	327
Intermediate in Science.	8,816	6,647	15,463	4,119	2,046	6,156	150	190	340	91	77	168
Licentiate of Civil Engineering	105	..	105	73	...	73	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching.	1,753	87	1,840	1,353	63	1,416	297	2	299	246	...	246
Intermediate or Diploma in Commerce.	858	31	889	594	16	610	1	...	1	1	...	1
Licentiate of Agriculture.	274	1	275	154	1	155	...	...	...	...	...	..
Veterinary Examinations.	199	2	201	132	1	133	...	...	...	...	...	...
SCHOOL EXAMINATIONS.												
(a) *On completion of High School course.*												
Matriculation	32,922	2,779	35,701	20,750	1,082	21,832	329	260	589	242	171	413
School Final, etc.	56,936	6,673	43,609	27,208	4 450	31,658	1,151	149	1,300	876	78	948
European High School.	296	5	301	203	...	203	279	9	288	210	4	214
Cambridge School certificate.	507	131	638	334	12	346	289	14	303	169	4	173
(b) *On completion of Middle School course.*												
Cambridge Junior	635	4	639	420	...	420	451	2	453	300	2	302
European Middle	674	...	674	373	...	373	484	1	485	375	1	376
Anglo-Vernacular Middle.	75,066	1,014	76,080	55,497	263	55,670	3,569	118	3,637	2,473	36	2,509
Vernacular Middle	56,666	10,169	66,835	36,293	3,799	40,092	4,707	1,213	5,920	2,497	516	3,013
(c) *On completion of Primary course.*												
Upper Primary	235,860	2,116	237,976	177,783	502	178,285	16,697	357	17,054	12,130	139	12 269
Lower Primary	515,657	516	516,173	388,304	471	388,775	60,578	162	60,740	44,370	128	44,498
(d) *On completion of Vocational course.*												
For teacher's certificates—												
Vernacular, Higher.	6,317	1,172	7,489	4,628	521	5,149	1,772	76	1,848	1,224	37	1,261
Vernacular, Lower.	11,842	2,274	14,116	8,649	822	9,471	906	41	947	568	20	588
At Art Schools	1,486	50	1,536	831	19	850	32	...	33	13	...	13
At Law Schools	...	...	...	...	...	...	..	...	...	...	...	...
At Medical Schools	1,579	211	1,790	849	150	999	154	18	172	112	16	128
At Engineering Schools†.	713	523	1,236	426	181	607	...	...	...	...	...	...
At Technical and Industrial Schools	2,917	1,295	4,212	2,405	849	3,254	468	303	771	323	163	486
At Commercial Schools.	2,169	5,269	7,438	1,038	1,517	2,555	30	43	73	20	15	35
At Agricultural Schools.	258	...	258	236	...	236	...	...	...	...	...	...
At other Schools.	5,792	326	6,118	3,337	127	3,464	8	...	8	6	...	6

* *i.e.*, appearing from a recognised institution.
† Include *Survey* Schools.

MGIPC—S4—III-11-4—4-2-31.—650.

EDUCATION, INDIA

EDUCATION IN INDIA

IN

1929-30.

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1932

Government of India Publications are obtainable from the Government of India Central Publication Branch, 3, Government Place, West, Calcutta, and from the following Agents :—

EUROPE.

OFFICE OF THE HIGH COMMISSIONER FOR INDIA,
INDIA HOUSE, ALDWYCH, LONDON, W. C. 2.

And at all Booksellers.

INDIA AND CEYLON : Provincial Book Depôts.

MADRAS:—Superintendent, Government Press, Mount Road, Madras.
BOMBAY:—Superintendent, Government Printing and Stationery, Queen's Road, Bombay.
SIND:—Library attached to the Office of the Commissioner in Sind, Karachi.
BENGAL:—Bengal Secretariat Book Depôt, Writers' Buildings, Room No. 1, Ground Floor, Calcutta.
UNITED PROVINCES OF AGRA AND OUDH:—Superintendent of Government Press, United Provinces of Agra and Oudh, Allahabad.
PUNJAB:—Superintendent, Government Printing, Punjab, Lahore.
BURMA:—Superintendent, Government Printing, Burma, Rangoon.
CENTRAL PROVINCES AND BERAR:—Superintendent, Government Printing, Central Provinces, Nagpur.
ASSAM:—Superintendent, Assam Secretariat Press, Shillong.
BIHAR AND ORISSA:—Superintendent, Government Printing, Bihar and Orissa, P. O. Gulzarbagh, Patna.
NORTH-WEST FRONTIER PROVINCE:—Manager, Government Printing and Stationery, Peshawar.

Thacker Spink & Co., Ltd., Calcutta and Simla.
W. Newman & Co., Ltd., Calcutta.
S. K. Lahiri & Co., Calcutta.
The Indian School Supply Depôt 309, Bow Bazar Street, Calcutta.
Butterworth & Co. (India), Ltd., Calcutta.
M. C. Sarcar & Sons, 15, College Square, Calcutta.
Standard Literature Company, Limited, Calcutta.
Association Press, Calcutta.
Chukervertty, Chatterjee & Co., Ltd., 13, College Square, Calcutta.
The Book Company, Calcutta.
James Murray & Co., 12, Government Place, Calcutta. (For Meteorological Publications only.)
Ray Chaudhury & Co., 68-5, Ashutosh Mukherji Road, Calcutta.
Scientific Publishing Co., 9, Taltola Lane, Calcutta.
Chatterjee & Co., 3-1, Bacharam Chatterjee Lane, Calcutta.
Standard Law Book Society, 5, Hastings Street, Calcutta.
The Hindu Library, 8, Nandalal Mullick Lane, Calcutta.
Kamala Book Depôt, Ltd., 15, College Square, Calcutta.
The Pioneer Book Supply Co., 20, Shiv Narain Das Lane, Calcutta.
P. C. Sarkar & Co., 2, Shama Charan De Street, Calcutta.
*Bengal Flying Club, Dum Dum Cantt.
Kali Charan & Co., Municipal Market, Calcutta.
N. M. Roy Chowdhury & Co., 11, College Sqr., Calcutta.
Grantha Mandir, Cuttack.
B. C. Basak, Esq., Proprietor, Albert Library, Dacca.
Higginbothams, Madras.
Roohouse & Sons, Madras.
G. A. Natesan & Co., Publishers, George Town, Madras.
P. Varadachary & Co., Madras.
City Book Co., Madras.
Law Publishing Co., Mylapore, Madras.
The Booklover's Resort, Talkad, Trivandrum, South India.
E. M. Gopalakrishna Kone, Pudumandapam, Madura.
Central Book Depôt, Madura.
Vijapur & Co., Vizagapatam.
Thacker & Co., Ltd., Bombay.
D. B. Taraporevala Sons & Co., Bombay.
Ram Chandra Govind & Sons, Kalbadevi Road, Bombay.
N. M. Tripathi & Co., Booksellers, Princess Street, Kalbadevi Road, Bombay.
New and Secondhand Bookshop, Kalbadevi Road, Bombay.
J. M. Pandia & Co., Bombay.
A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.
Bombay Book Depôt, Girgaon, Bombay.
Bennett, Coleman & Co., Ltd., The Times of India Press, Bombay.
The Popular Book Depôt, Bombay.
Lawrence & Mayo, Ltd., Bombay.
The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.
Rama Krishna Bros., Opposite Vishrambag, Poona City.
S. P. Bookstall, 21, Budhwar, Poona.
The International Book Service, Poona 4.
Mangaldas & Sons, Booksellers and Publishers, Bhaga Talao, Surat.
The Standard Book and Stationery Co., 82-89, Arbab Road, Peshawar.
The Students Own Book Depot, Dharwar.
Shri Shankar Karnataka Pustaka Bhandara, Malamuddi, Dharwar.
The English Book Depôt Ferozepore.
Frontier Book & Stationery Co., Rawalpindi.
*Hossenbhoy Karimji & Sons, Karachi.
The English Bookstall, Karachi.
Rose & Co., Karachi.
Keale & Co., Karachi.
Ram Chander & Sons, Umballa, Kasauli.
The Standard Bookstall, Quetta and Lahore.
U. P. Malhotra & Co., Quetta.
J. Ray & Sons, 43, K. & L., Edwardes Road, Rawalpindi, Murree and Lahore.
The Standard Book Depôt, Lahore, Nainital, Mussoorie, Dalhousie, Ambala Cantonment and Delhi.
The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.
Ram Narain Lal, Katra, Allahabad.
"The Leader," Allahabad.
The Indian Army Book Depôt, Dayalbagh, Agra.
The English Book Depôt, Taj Road, Agra.
Gnya Prasad & Sons, Agra.
Narain & Co., Meston Road, Cawnpore.
The Indian Army Book Depôt, Jullundur City—Daryaganj, Delhi.
Manager, Newal Kishore Press, Lucknow.
The Upper India Publishing House Ltd., Literature Palace, Ammuddaula Park, Lucknow.
Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.
Rama Krishna & Sons, Booksellers, Anarkali, Lahore.
Students Popular Depôt, Anarkali, Lahore.
The Proprietor, Punjab Sanskrit Book Depôt, Saidmitha Street, Lahore.
The Insurance Publicity Co., Ltd., Lahore.
The Punjab Religious Book Society, Lahore.
The Commercial Book Co., Lahore.
The University Book Agency, Kachari Road, Lahore.
Manager of the Imperial Book Depôt, 63, Chandney Chowk Street, Delhi.
J. M. Jaina and Bros., Delhi.
Fono Book Agency, New Delhi and Simla.
Oxford Book and Stationery Company, Delhi, Lahore, Simla, Meerut and Calcutta.
Mohanlal Dossabhai Shah, Rajkot.
Supdt., American Baptist Mission Press, Rangoon.
Burma Book Club, Ltd., Rangoon.
S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.
The Manager, The Indian Book Shop, Benares City.
Nandkishore & Bros., Chowk, Benares City.
The Srivilliputtur Co-operative Trading Union, Ltd., Srivilliputtur (S. I. R.).
Raghunath Prasad & Sons, Patna City.
The Students' Emporium, Patna.
K. L. Mathur & Bros., Guzri, Patna City.
Kamala Book Stores, Bankipore, Patna.
G. Banerjea & Bros., Ranchi.
M. C. Kothari, Raipura Road, Baroda.
B. Parikh & Co., Baroda.
The Hyderabad Book Depôt, Chaderghat, Hyderabad (Deccan).
S. Krishnaswami & Co., Teppakulam P. O., Trichinopoly Fort.
Standard Book and Map Agency, Book sellers and Publishers, Ballygunge.
Karnataka Publishing House, Bangalore City.
Bheema Sons, Fort, Bangalore City.
Superintendent, Bangalore Press, Lake View, Mysore Road, Bangalore City.

AGENT IN PALESTINE:—Steinatzky, Jerusalem.

*Agents for publications on aviation only.

TABLE OF CONTENTS.

	Page.
Preface.	
I.—General Summary	1
II.—University and Intermediate Education	10
III.—Secondary Education	21
IV.—Primary Education (Boys)	26
V.—Education of Girls	31
VI.—The Training of Teachers	34
VII.—Professional and Technical Education	38
VIII.—Education of Special Classes	40
IX.—Miscellaneous	47
Appendix—	
General Educational Tables for British India for 1929-30	53

PREFACE.

This report deals with the period from April 1, 1929, to March 31, 1930. It is based on the reports of Directors of Public Instruction in the different provinces and gives a brief account of the chief educational developments which have taken place in British India during the period under review. For fuller details, reference should be made to the provincial reports on education.

F. K. CLARK,
Educational Commissioner
with the Government of India.

SIMLA :
April, 1932.

EDUCATION IN INDIA
IN
1929-30

I.—General Summary.

General.—The Auxiliary Committee to the Indian Statutory Commission, to the appointment of which reference was made in last year's report, submitted their " Review of the Growth of Education in British India " during the year. Though restricted by their terms of reference to a review of " education and its organisation in British India in relation to political and constitutional conditions and potentialities ", the Committee have given a valuable survey of existing educational institutions and their progress. Valuable suggestions have been made for the improvement of education in all its aspects, special emphasis being laid on the importance of female education and of a strong inspectorate. It was also urged that " the Government of India should serve as a centre of educational information for the whole of India and as a means of co-ordinating the educational experience of the different provinces " and that they should not be entirely relieved " of all responsibility for the attainment of universal primary education ".

Statistics.—From an examination of the statistics it can be seen that some advance has been made in the year under report but the rate of expansion was slower than in the previous year. The number of recognised institutions increased by 3,038 and the number of scholars by 350,605, the corresponding increases in the previous year being 3,984 and 387,841 respectively. The number of scholars reading in all institutions, recognised and unrecognised, increased by 349,287 as against an increase of 390,617 in 1928-29. The subjoined table shows the different types of institutions with the number of scholars attending them.

Types of Institutions.	Number of Institutions.		Number of Scholars.	
	1929.	1930.	1929.	1930.
Recognised Institutions.				
Universities	16	16	8,078	9,027
Arts Colleges	242	241	68,527	70,487
Professional Colleges	71	72	17,052	17,652
High Schools	2,834	2,944	873,168	922,880
Middle Schools	9,753	10,208	1,238,808	1,323,328
Primary Schools	201,688	204,094	9,013,591	9,224,084
Special Schools	9,190	9,257	327,673	331,144
Total of Recognised Institutions	223,794	226,832	11,547,997	11,898,602
Unrecognised Institutions	34,222	34,114	618,342	616,524
Grand total of all Institutions	258,016	260,946	12,165,839	12,515,126

Institutions.—The total number of institutions increased in all provinces except in the United Provinces, Bihar and Orissa, Burma and the North West Frontier Province, the largest increase being 1,480 in Bengal. The decrease in the United Provinces, Burma and the North-West Frontier Province was due largely to the fall in the number of unrecognised institutions. Bihar and Orissa recorded the largest decrease, 1,007. This was mainly due to the large fall in the number of primary schools both for boys and girls. The Director of Public Instruction, Bihar and Orissa, however, thinks that " this is not entirely to be deplored " for there is " ground for thinking that it is the least satisfactory schools which have disappeared ".

Pupils.—In spite of the decrease in the number of institutions, there is an increase in the number of scholars in all provinces except Bihar and Orissa; this is especially noticeable in the Punjab with an increase of 92,607 and in Madras with 87,031. In Bihar and Orissa the decrease was 29,496.

The following table indicating the state of education among the principal communities of India should be of considerable interest:—

Community.	Number of Scholars.	Percentage to population of the community.
Europeans and Anglo-Indians	49,440	19·0
Indian Christians	396,658	14·2
Hindus	7,828,887	4·8
Muhammadans	3,233,498	5·4
Buddhists	641,885	5·6
Parsis	19,891	22·2
Sikhs	184,757	7·7
Others	161,081	2·5
	12,516,097	5·0

Expenditure.—The total expenditure on education increased by Rs. 35,42,677 as against an increase of Rs. 1,24,54,928 in the previous year. To this increase Bengal, among the provinces, made the largest contribution, Rs. 10,01,884; the Punjab, Bombay, Bihar and Orissa, Assam, United Provinces and Central Provinces contributing Rs. 689,559, 6,90,535, 5,82,213, 472,682, 214,903, 89,259 and 60,302 respectively. Among the minor Administrations, Delhi was responsible for the largest amount—Rs. 2,62,773. The total increase during the year would, however, have been much higher if in Madras, the North West Frontier Province and Ajmer-Merwara expenditure had not decreased by Rs. 4,25,368,97,067 and 30,965 respectively. Of the total expenditure Government funds contributed 48·3 per cent., district board and municipal funds 15·5 per cent., fees 22·0 per cent. and all other sources 14·2 per cent., the corresponding percentages for the year 1928-29 being 48·7, 14·6,

21·3 and 15·4. In the North-West Frontier Province expenditure from government funds represents as much as 70 per cent. of the total expenditure, whereas in Bengal it is only 34·9. In Bengal local funds provide only 6·6 per cent. of the total expenditure, but in Bihar and Orissa 28·5 per cent. In the North-West Frontier Province and the Central Provinces only 9·3 and 14·2 per cent. of the total expenditure is met from fees whereas in Bengal it is 42·4. The average annual cost per scholar decreased slightly from Rs. 23-7-1 to Rs. 23-0-10. Of this amount Government provided Rs. 11-2-3, local funds Rs. 3-9-1, fees Rs. 5-1-4 and other sources Rs. 3-4-2. The provincial figures ranged from Rs. 15-12-2 in Assam to Rs. 90-8-0 in Central India.

(i) *Number of Institutions, 1930.*

Province.	No. of Recognised Institutions.			No. of Unrecognised Institutions.			Total No. of Institutions.		
	1930.	1929.	Increase (+) or Decrease (—).	1930.	1929.	Increase (+) or Decrease (—).	1930.	1929.	Increase (+) or Decrease (—).
Madras	56,959	56,016	+943	1,818	2,078	—260	58,777	58,094	+683
Bombay*	15,946	15,714	+232	1,233	1,380	—147	17,179	17,094	+85
Bengal	65,451	63,909	+1,542	1,521	1,583	—62	66,972	65,492	+1,480
United Provinces	23,880	23,774	+106	2,305	2,524	—219	26,185	26,298	—113
Punjab	13,307	12,818	+489	6,162	5,282	+880	19,469	18,100	+1,369
Burma†	7,418	7,282	+136	18,072	18,290	—218	25,490	25,572	—82
Bihar and Orissa	30,090	31,048	—958	1,646	1,695	—49	31,736	32,743	—1,007
Central Provinces and Berar	5,347	5,240	+107	249	241	+8	5,596	5,481	+115
Assam	6,429	6,068	+361	577	582	—5	7,006	6,650	+356
North-West Frontier Province	940	913	+27	147	238	—91	1,087	1,151	—64
Coorg	111	111	..	18	20	—2	129	131	—2
Delhi	331	323	+8	57	28	+29	388	351	+37
Ajmer-Merwara	265	241	+24	60	64	—4	325	305	+20
Baluchistan	107	100	+7	210	180	+30	317	280	+37
Bangalore	114	108	+6	17	17	..	131	125	+6
Minor Administered Areas‡	137	131	+6	22	20	+2	159	151	+8
Total British India	223,832	223,796	+3,036	34,114	34,222	—108	260,946	258,018	+2,928

* The figures for *Aden* are included under Bombay.
† Figures for both *Burma Proper* and the *Federated Shans State*, are given under Burma.
‡ *Administered Areas* in the Bombay, Assam, Central India, Rajputana, Western India, Baroda and Hyderabad States.

(ii) *Number of Scholars, 1930.*

Province.	No. of Scholars in Recognised Institutions.			No. of Scholars in Unrecognised Institutions.			Total No. of Scholars in all Institutions.			Percentage of Total Scholars to Total Population.	
	1930.	1929.	Increase (+) or Decrease (—).	1930.	1929.	Increase (+) or Decrease (—).	1930.	1929.	Increase (+) or Decrease (—).	1930.	1929.
Madras . . .	2,824,946	2,729,237	+95,709	54,841	63,519	—8,678	2,879,787	2,792,756	+87,031	6·8	6·6
Bombay . . .	1,231,274	1,196,823	+34,451	33,777	37,009	—3,232	1,265,051	1,233,832	+31,219	6·5	6·4
Bengal . . .	2,633,082	2,567,357	+65,725	54,754	57,865	—3,111	2,687,836	2,625,222	+62,614	5·7	5·6
United Provinces .	1,459,775	1,426,672	+33,103	61,973	64,811	—2,838	1,521,748	1,491,483	+30,265	3·3	3·3
Punjab . . .	1,189,232	1,115,083	+74,149	124,144	105,686	+18,458	1,313,376	1,220,769	+92,607	6·3	5·9
Burma . . .	528,925	503,564	+25,361	197,256	201,614	—4,358	726,181	705,178	+21,003	5·5	5·3
Bihar and Orissa .	1,059,072	1,089,628	—30,556	42,217	41,157	+1,060	1,101,289	1,130,785	—29,496	3·2	3·3
Central Provinces and Berar	440,565	422,470	+18,095	10,617	9,366	+1,251	451,182	431,836	+19,346	3·2	3·1
Assam . . .	339,084	316,530	+23,454	23,276	22,558	+718	363,260	339,088	+24,172	4·7	4·4
North-West Frontier Province.	80,691	77,295	+3,396	3,432	4,857	—1,425	84,123	82,152	+1,971	3·7	3·6
Coorg . . .	10,000	9,766	+234	469	405	+64	10,469	10,171	+298	6·4	6·2
Delhi . . .	40,474	37,241	+3,233	2,044	1,870	+174	42,518	39,111	+3,407	3·7	3·0
Ajmer-Merwara .	17,527	15,658	+1,869	2,532	2,793	—261	20,059	18,451	+1,608	4·0	3·7
Baluchistan . .	6,826	6,891	+435	3,089	2,808	+281	9,915	9,199	+716	2·4	2·2
Bangalore . .	15,370	14,276	+1,094	728	669	+59	16,098	14,945	+1,153	13·5	12·6
Minor Administered Areas	20,859	19,771	+1,088	1,375	1,355	+20	22,234	21,126	+1,108	9·5	9·0
Total British India	11,808,602	11,547,762	+350,840	616,524	618,342	—1,818	12,515,126	12,166,104	+349,022	5·1	4·9

N.B.—*Vide* foot-notes to table (i).

(iii) *Distribution of Scholars in Recognised Institutions, 1930.*

Province.	No. of Scholars in Institutions for Males.								No. of Scholars in Institutions for Females.						
	In Universities.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.
Madras . .	619	12,514	1,994	152,374	27,107	2,258,369	26,183	2,479,160	404	54	14,396	6,347	310,520	5,065	345,786
Bombay . .	63	7,952	2,814	77,470	25,609	927,873	18,122	1,059,903	..	..	13,534	3,056	152,650	2,131	171,371
Bengal . .	2,309	20,496	5,404	271,124	175,174	1,591,167	133,444	2,199,118	375	52	14,355	8,181	409,088	1,013	433,064
United Provinces .	4,360	6,702	3,603	72,425	93,503	1,155,192	25,969	1,361,754	155	9	5,770	27,366	63,652	1,069	98,021
Punjab . . .	16	11,806	1,971	124,928	407,146	374,733	62,312	1,072,912	161	34	9,542	22,426	81,907	2,250	116,320
Burma . . .	1,555	99	38	50,473	141,287	258,129	18,333	469,914	..	..	7,076	13,598	36,523	914	59,011
Bihar and Orissa .	..	3,756	1,008	47,010	79,592	840,840	18,015	990,221	7	..	1,447	4,868	61,705	824	68,851
Central Provinces and Berar.	..	1,669	464	7,276	97,434	295,126	4,101	406,070	..	7	251	6,745	26,806	686	34,495
Assam . . .	..	1,222	76	18,725	40,639	245,448	6,675	312,785	..	..	1,595	5,030	20,433	141	27,199
North-West Frontier Province.	..	545	40	11,220	25,179	34,194	118	71,296	..	..	132	3,407	5,823	33	9,395
Coorg . . .	..	..	..	757	..	8,223	12	8,992	..	..	257	..	751	..	1,008
Delhi . . .	105	1,386	..	4,953	7,476	16,970	1,756	32,646	58	84	679	2,192	4,764	51	7,828
Ajmer-Merwara .	..	186	..	3,049	1,355	9,707	291	14,588	..	..	277	259	2,379	24	2,939
Baluchistan . .	..	..	..	1,898	1,558	2,117	12	5,585	..	..	..	992	249	..	1,241
Bangalore . .	..	263	..	2,230	1,956	5,062	102	9,613	359	..	1,087	1,164	3,090	57	5,757
Minor Administered Areas.	..	372	..	4,371	1,967	7,622	472	14,804	..	..	1,299	715	3,972	69	6,055
Total British India	9,027	68,968	17,412	850,283	1,216,982	8,030,772	315,917	10,509,361	1,519	240	72,597	106,346	1,193,312	15,227	1,389,241

N.B.—*Vide* foot-notes to table (i).

(iv) *Expenditure on Education, 1930.*

Province.	Total Expenditure.			Percentage of Expenditure.				Average Annual cost per Scholar.				
	1930.	1929.	Increase (+) or Decrease (—).	From Government Funds.	From Board Funds.	From Fees.	From Other Sources.	To Government Funds.	To Board Funds.	To Fees.	To Other Sources.	Total Cost.
	Rs.	Rs.	Rs.	Per cent.	Per cent.	Per cent.	Per cent.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	5,38,07,965	5,42,33,333	—4,25,368	49·5	16·0	16·78	17·69	0 9 9	3 2 1	3 4 4	3 7 2	19 7 4
Bombay	4,04,20,946	3,97,30,411	+6,90,535	51·95	17.12	18·56	12·37	17 0 10	5 9 11	6 1 6	4 1 0	32 13 3
Bengal	4,43,99,993	4,33,98,109	+10,01,884	34·0	6·6	42·4	16·1	5 14 5	1 1 7	7 1 7	2 11 2	16 12 9
United Provinces	3,76,82,420	3,75,93,161	+89,259	57·3	13·0	16·17	13·48	14 12 8	3 5 11	4 2 9	3 7 8	25 13 0
Punjab	3,14,73,203	3,07,83,644	+6.89,559	56·7	12·9	20·43	10·02	15 0 1	3 6 5	5 6 6	2 10 5	26 7 5
Burma	2,22,14,047	2,16,29,743	+5,84,304	45·5	22·4	19·65	12·41	19 2 0	9 6 7	8 4 0	5 8 4	41 15 11
Bihar and Orissa	1,85,16,071	1,80,43,389	+4.72,682	34·9	28·5	21·69	14·86	6 1 8	4 15 9	3 12 8	2 9 7	17 7 8
Central Provinces and Berar	1,15,21,391	1,14,61,089	+60,302	49·9	27·2	14·2	8·7	13 0 11	7 1 7	3 11 5	2 4 6	26 2 5
Assam	53,58,028	51,43,957	+2,14,071	58·3	11·9	16·4	13·4	9 2 11	1 14 2	2 9 1	2 2 0	15 12 2
North-West Frontier Province.	25,19,921	26,16,988	—97,067	70·0	11·1	9·3	9·6	23 8 3	3 11 7	3 1 11	3 3 7	33 9 4
Coorg	2,38,764	2,39,710	—946	58·3	21·0	17·4	3·3	13 14 7	5 0 1	4 2 5	0 12 5	23 13 6
Delhi	23,83,423	21,20,650	+2,62,773	49·5	11·3	19·8	19·4	29 3 7	6 10 9	11 10 1	11 8 2	59 0 7
Ajmer-Merwara	8,59,157	8,90,122	—30,965	53·1	6·9	21·0	19·0	26 0 6	8 6 5	10 4 4	9 5 1	49 0 4
Baluchistan	5.53,769	4,92,628	+61,141	59·5	12·2	15·9	12·4	48 4 8	9 14 7	12 13 5	10 1 3	81 1 11
Bangalore	9,75,056	9,36,877	+38,179	40·8	3·6	32·9	22·7	31 9 8	2 11 10	25 7 2	17 8 5	77 5 1
Minor Administered Areas	13,57,864	14,25,53 :	—67,666	20·0	14·2	28·3	37·5	13 0 1	9 4 4	18 6 5	24 6 8	65 1 6
Total British India	27,42,82,018	27,07,39,341	+35,42,677	48·3	15·5	22·0	14·2	11 2 3	3 9 1	5 1 4	3 4 2	23 0 10

N.B.—*Vide* foot-notes to table (1).

Statistics of Universities in India, 1930.

University.	Type.†	Original Date of Foundation.	Faculties.‡	No. of Members of Teaching Staff.		No. of Students.		No. of Students who graduated in Arts and Science.	Remarks.
				In University Departments.	In Affiliated Colleges.§	In University Departments.	In Affiliated Colleges.§		
1. Calcutta .	Affiliating and Teaching.	1857	A., Sc., L., M., Eng.	201	1,311	1,442	27,558	1,984	Degrees in *Commerce* and *Education* are also awarded.
2. Bombay .	Affiliating and Teaching.	1857	A., Sc., L., M. .	4	527	63	12,607	1,140	Degrees in *Commerce, Education, Agriculture* and *Engineering* are also awarded.
3. Madras .	Affiliating and Teaching.	1857	A., Sc., Ed., L., M., Eng., Ag., Com., O., F.A.	26	1,291	110	16,286	1,979	Degrees and Diplomas in *Oriental Learning* and *Economics* are also awarded.
4. Punjab .	Affiliating and Teaching.	1882	O., A., Sc., M., L., Ag., Com.	72	852	255	14,307	1,202	Faculty of *Arts* includes *Education.*
5. Allahabad	Unitary .	1887	A., Sc., L., Com. .	108	..	1,626	..	277	....
6. Benares Hindu.	Unitary .	1916	A., Sc., O., Th., L., M.	188	..	2,533	..	198	....
7. Mysore* .	Teaching .	1916	A., Sc., M., Eng. Tech.	271	..	3,127	..	387	Degrees in *Commerce* and *Education* are also awarded.
8. Patna .	Affiliating .	1917	A., Sc., L., Edn., M., Eng.	..	323	..	4,869	385	....

9. Osmania*	Teaching	1918	A., Th., Sc., M., Eng., Ed., L., Tech.	117	35	734	218	70	....
10. Aligarh Muslim.	Unitary	1920	A., Sc., L., Ed., Th.	74	84	885	816	176	There are Departments of Studies in various subjects instead of Faculties.
11. Rangoon	Teaching	1920	A., Sc., M., Eng., F., Ed.	134	12	1,833	106	129	There are Boards of Studies in various subjects instead of Faculties.
12. Lucknow	Unitary	1920	A., Sc., M., L., Com.	113	10	1,638	54	146	Diplomas in *Education* and *Oriental Languages* are also awarded.
13. Dacca	Unitary	1921	A., Sc., L.	97	..	1,288	..	156	Degrees in *Commerce* and *Education* are also awarded. Figures for Teachers' College, Dacca, which is associated with the Dacca University, are not given. Medical students, who take science courses at the University, and Research students are also excluded.
14. Delhi	Teaching	1922	A., Sc., L.	11	88	105	1,605	202	....
15. Nagpur	Affiliating and Teaching.	1923	A., Sc., L., Ed., Ag.	5	118	216	1,879	200	....
16. Andhra	Affiliating	1926	A., Sc., M., Ed., O.	..	309	..	3,537	405	....
17. Agra	Affiliating	1927	A., Sc., Com., L., Ag.	..	332	..	2,558	531	....
18. Annamalai	Unitary	1929	A., Sc., O.	56	..	613	..	..	No examination was held during the year.

* Situated in an Indian State outside British India.

†An "*Affiliating*" University is a University which recognises external colleges offering instruction in its courses of studies; a "*Teaching*" University is one in which some or all of the teaching is controlled and conducted by teachers appointed by the University; a "*Unitary*" University is one, usually localised in a single centre, in which the whole of the teaching is conducted by teachers appointed by and under the control of the University.

‡ *Faculties*:—A.=*Arts*; Ag.=*Agriculture*; Com.=*Commerce*; Ed.—*Education (Teaching)*; Eng.=*Engineering*; F.=*Forestry*; F.A.=*Fine Arts*; L.=*Law*; M.=*Medicine*; O.=*Oriental Learning*; Sc.=*Science*; Tech.=*Technology*; Th.=*Theology*.

§ The term "*Affiliated Colleges*" here includes all colleges affiliated to, associated with or recognised by a University of any type.

II.—University and Intermediate Education.

(a) *University Education.*

General.—There are 16 universities in British India and two in Indian States. The total number of students in the teaching departments of the universities in British India was 9,027 as against 8,078 last year; the total expenditure on these universities decreased from Rs. 1,43,29,539 to Rs. 1,19,52,653. The table given on pages 8—9 gives some particulars about these universities. The chief developments, which took place during the year under review, are indicated briefly in the following paragraphs.

Agra University.—The most important event of the year was the creation of a Faculty and Board of Studies in Agriculture. The Agra, St. John's and Meerut Colleges were allowed to teach Military Science, which is treated as an extra optional subject for the B.A., and B.Sc. examinations. Five colleges were inspected by the panel of inspectors appointed by the University. There is a healthy competition among the affiliated colleges, most of which made appreciable progress in improving their staff and equipment. The University received a donation of Rs. 50,000 from the Rev. Canon A. W. Davies, M.A., D. Litt. The work connected with the framing of statutes and regulations of the University was continued during the year.

Aligarh Muslim University.—The number of students decreased from 1,170 to 922, mainly because admissions were made by the Admission Committee this year and the number was restricted. The proportion of day scholars was reduced to 32 per cent. The tutorial system is being reorganised and developed. A new building for the training college was commenced and the chemistry laboratory considerably extended. His Exalted Highness the Nizam of Hyderabad gave a generous donation of Rs. 10 lakhs and increased the recurring grant from Rs. 3,600 to Rs. 60,000 per annum. The Government of India increased their recurring grant to Rs. 3 lakhs a year and also promised a non-recurring grant of Rs. 15 lakhs to be spread over a number of years. The University, however, needs more funds for extension and development. The University suffered a great loss in the death of its Pro-Vice-Chancellor, Mr. E. A. Horne, M.A., I.E.S., whose services had been lent by the Government of Bihar and Orissa.

Allahabad University.—The number of students rose to 1,659. As financial conditions do not permit of any increase of staff, it has been decided to limit the enrolment to 1,700 students. Proposals for the establishment of degrees in agriculture and the recognition of the Naini Agricultural Institute as a college of the University were under consideration during the year. Two new wings were added to the Muir Hostel to provide accommodation for 40 additional students. Steps have been taken to acquire a site for a girls' college.

Andhra University.—Under the Andhra University Amendment Act of 1930, a Statutory Finance Committee was created and

the Finance Secretary to the Government of Madras was included in the Syndicate as a member. Provision was made in the Act for the payment of a non-recurring endowment grant of Rs. 27 lakhs, an annual grant of not less than Rs. 1½ lakhs for the general expenditure of the University and a non-recurring grant of not less than Rs. 7½ lakhs for buildings and equipment. The University decided to omit from the B.A. course all science subjects except Mathematics and to include them in the B.Sc. course from 1930-31. The move of the University to Vizagapatam was delayed owing to the difficulty in securing satisfactory buildings.

Annamalai University.—The University commenced work in July 1929. The senate was inaugurated by His Excellency the Chancellor in March 1930. The courses of study and syllabuses for the several examinations of this University are for the present largely based on those of Madras University.

Benares Hindu University.—The University had 2,600 students, of whom 1,499 were accommodated in the eight University hostels. The Women's College had 40 students. The Engineering College continued to be popular and had 480 students on its rolls. The Government of India sanctioned the enhancement of the recurring grant to Rs. 3 lakhs per annum and the payment of a non-recurring grant of Rs. 15 lakhs spread over three years to wipe out debt. The dissection hall for the College of Ayurveda was completed. Several valuable donations to promote the education of women and to provide facilities for research have been made. The University has instituted a certificate examination in French and German and has introduced agricultural botany as an independent subject for the M.A. Examination. The degree of B. T. (Bachelor of Teaching) has now been substituted for that of L. T.

Bombay University.—The Bombay University Act of 1928, came into operation in January 1929. The Senate was formally constituted in August 1929, while the Academic Council and the Syndicate were constituted in December 1929 and January 1930, respectively. Under this Act, the Government have undertaken to make an annual grant of Rs. 1,17,000 to the University. The actual working of the Act brought to light certain defects which necessitated the passing of three amending Acts. The School Leaving Examination Board ceased to function in August 1929 and the control of the Matriculation examination was taken over by the University.

Calcutta University.—A Committee was appointed by the Senate to consider the draft Bill of Dr. W. A. Jenkins for the reconstitution and reorganisation of the University but it had not submitted its final report by the close of the year. The report of the University Organisation Committee was submitted to Government shortly after the close of the year, after some amendments had been made in it by the Senate. The University constituted an Arbitration Board having jurisdiction over non-Government high schools for dealing with differences arising between teachers and

managers. The number of students in the Arts and Science classes of the Post-graduate Departments was 1,177 (including 26 women) and 306 (including 2 women), respectively. These were also 121 students in the Commerce classes of the University.

Dacca University.—The foundation stone of the Salimullah Muslim Hall was laid by His Excellency the Governor of Bengal during the year. The University had 826 students (including 17 women and 21 research scholars) in the Arts and Science classes and 32 students in the Commerce classes. The Social Service League of the Halls of Residence has established a labour bank and carried on various kinds of social welfare work.

Delhi University.—The report of the Delhi University Enquiry Committee, which outlined a scheme for the future development of the University, is still under the consideration of Government. The Anglo-Arabic Intermediate College was permitted to teach certain specified subjects up to the B.A. standard. The University also accepted the proposal to allow the Commercial Intermediate College to open degree classes and teach certain commercial subjects for which there is no provision in the University degree courses. This proposal has, however, not yet received the assent of the Governor-General in Council. The Government of India agreed to give the authorities of the Indraprastha Girls' Intermediate College the first refusal of Alipur House in the Civil Lines, as soon as it was vacated, and granted them a sum of Rs. 60,000 as a help towards the cost which would amount to Rs. 1,25,000. The University has instituted B.A. Honours courses in the subjects under the control of the Faculty of Arts, a feature of which is the introduction of a qualifying test in the vernacular as well as in English.

Lucknow University.—The total enrolment slightly increased to 1,662 but there was a fall in the number of students reading for law, commerce and medicine. The new chemistry block was completed and equipped at a cost of Rs. 3½ lakhs. A separate pharmacology laboratory has been built and equipped, a block for zoology is nearing completion and a new hostel to accommodate 100 students is under construction. Special attention is paid to research and the quality of the work done is continually improving.

Madras University.—The Madras University Amendment Act, 1929, came into force in October 1929. The principal changes introduced by the Act were the abolition of the Council of Affiliated Colleges and of the Library Committee and the extension of the powers of the Syndicate. On the new Academic Council, headmasters of secondary schools are now represented. There is also provision in the amended Act for a Publication Bureau, an Employment Bureau, University Extension Boards and University Athletic Clubs. The courses for Honours degrees are under revision. Geography, mechanical and electrical engineering and Indian music have been included among optional subjects for the B.A.

degree examination. A school of geography will, in due course, be instituted to offer instruction for the new diploma in the subject. The recommendation of the Madras University Inspection Committee, that it was not desirable at present to establish any additional universities in the Presidency, was accepted by Government.

Nagpur University.—The University authorities have resolved to arrange courses of popular lectures for the benefit of the general public outside Nagpur. The University lost the services of Sir B. K. Bose, M.A., LL.D., K.C.I.E., who, after holding the office of Vice-Chancellor for more than six years, resigned in 1929 on account of ill-health. The budget showed a deficit of Rs. 11,500 which was met from the closing balance of the previous year.

Patna University.—The Senate resolved that a recommendation be made to Government that provision for the award of a Diploma in Music be incorporated in the regulations. Other note-worthy recommendations were that intermediate classes in Arts should be attached to the Girls' High School, Bankipore, and that the regulations be so changed as to restrict the eligibility of candidates to appear at the supplementary examinations.

Punjab University.—The Academic Council has broadened its constitution by including representatives from mofussil degree and intermediate colleges and tends to assume more and more final control over academic matters. A course in German has been started. University extension lectures have proved very popular and it is hoped to extend the programme of such lectures. The question of raising the standard of the Matriculation examination has engaged attention but no final decision has yet been arrived at. There is a noticeable demand in many places that existing intermediate colleges should abolish their Matriculation classes and add instead two degree classes. The Syndicate of the University has decided that, subject to certain safeguards, the establishment of new degree colleges in the mofassil is both wise and necessary and should be permitted.

Rangoon University.—The total attendance was 1,692, of whom 1,277 were at the University College, 278 at Judson College, 99 at the Intermediate College, Mandalay, and 38 in the Agricultural College, Mandalay. The statistics collected by the Principal, University College, in regard to the intermediate examination show that a certain number of students can do the intermediate course in one year; that a considerable number cannot do it in less than three years; and that those who fail at the second attempt must be considered incapable of profiting by University studies. The experiment of employing a large number of post-graduate students of the college as Hall Tutors was not very successful.

Inter-University Board, India.—The second conference of Indian Universities was held at Delhi on the 30th and 31st October and 1st November, 1929. The conference was opened by His Excellency the Viceroy and was attended by representatives of all the Universities except the Rangoon University. An important

adjunct to the conference was the exhibition by the Translation Bureau of the Osmania University of its numerous Urdu publications. This was of special interest in view of the experiment, now being conducted by the University, of imparting education through the medium of the vernacular. The Board continued to be in touch with the Universities' Bureau of the British Empire and the League of Nations (Intellectual Co-operation). The Bulletins of the Board were published regularly; the Handbook of Indian Universities for 1929-30 was prepared with the addition of an introductory historical account of the development of Universities in India; and a special report on the work of the Board during 1924-1929 was compiled and presented to the Universities' Conference. During the year, four representatives of Indian Universites were elected by the Board to the Imperial Council of Agricultural Research. In order to arrive at a satisfactory solution of the complaints made by some of the newer Universities of their diplomas and degrees not being recognised by the senior Universities, the Board collected valuable data on the mutual recognition of the diplomas and degrees granted by Indian Universities during the last five years.

Indian students abroad.—Indian students are flocking in large numbers to educational institutions not only in Great Britain and Ireland but also in the United States of America and on the continent of Europe. The great majority of them, however, are found in Great Britain as the following figures will indicate:—

In Great Britain and Ireland	1,819
In United States of America	205
In France	25
In Germany	46
In Italy	12
In Sweden	2
In Switzerland	4
In Austria	10
Total	2,123

The Education Department of the office of the High Commissioner for India renders great assistance to students who proceed to Great Britain for further study or practical training and the work of the Department, which covers all kinds of activities in this respect, has greatly increased of late. The staff has therefore been strengthened to cope with the increased work and there is now a qualified lady educationalist on the staff of the Department to advise the increasing number of young Indian women going to Great Britain and Europe for advanced courses of instruction. The number of students interviewed by the Department has doubled during the last five years, while the number of cases in which offers of admission to educational institutions were secured for new arrivals was 556. The Department was directly in charge of 417 students. Practical training for as many as 194 young Indians was obtained. The Government of India have accepted the recommendation of the High Commissioner that a decision in regard to

the future of the Indian Government Hostel at Cromwell Road, should be deferred for the time being.

(b) *Intermediate Education.*

Intermediate education forms an integral part of University instruction in all Universities except the Dacca University in Bengal and the Allahabad, Lucknow, Agra and Aligarh Muslim Universities in the United Provinces. Intermediate colleges of the type recommended by the Calcutta University Commission, *i.e.*, those which are entirely dissociated from University control and consist mainly of the two intermediate and two high school or matriculation classes, are therefore confined principally to Dacca and the United Provinces. Such colleges have, however, been established in the Punjab also, but they are under the control of the Punjab University. In the case of Madras and Delhi Universities, it has not yet been practicable to exclude intermediate education from their jurisdiction, notwithstanding the provision made in the relevant Acts for exercising such exclusion.

The Board of Intermediate and Secondary Education, Dacca, which was constituted in 1921, controls intermediate education within the territorial limits of the Dacca University. There were four intermediate colleges under the Board, apart from the three Islamic intermediate colleges at Dacca, Chittagong and Serajganj. The total cost of the Board amounted to Rs. 53,348 of which Rs. 23,397 was met from Government funds.

In the United Provinces, the Board of High School and Intermediate Education, constituted under the Intermediate Education Act of 1921, operates within the jurisdiction of the Allahabad, Lucknow and Agra Universities; while the Intermediate Education Board of the Aligarh Muslim University controls intermediate education within the territorial limits of that University. In this province, intermediate colleges are of three types—(*i*) those with classes III to XII; (*ii*) those with classes IX to XII; and (*iii*) intermediate classes attached to the degree colleges associated with the Agra University. For obvious reasons, the product of these institutions is not uniform. Institutions of the first type are enlarged high schools and methods of instruction and the type of discipline in them are suited to high schools. The second type of institution is better adapted to the needs of students at the intermediate stage, but it has not proved entirely successful in achieving its object, as the intermediate classes in such colleges are filled up by students from various high schools, few of whom stay in the colleges for more than two years. The classes attached to the degree colleges have not adopted methods of instruction suitable for the intermediate stage. The total number of institutions of the three types was 20, 3 and 7, respectively. With regard to institutions of the first type, the Board of High School and Intermediate Education, United Provinces passed the following resolution in November 1928:—" An intermediate college comprising classes III to XII may be recognised provided its total enrolment does not exceed 500 and provided

further a headmaster is appointed in charge of junior section of the college, but in case the total enrolment exceeds 500, classes IX to XII or VII to XII should be formed into a separate institution." The resolution, however, cannot be enforced until funds to meet the additional expense involved become available. The position of the Intermediate College at Aligarh was considered by a special Committee of the Aligarh Muslim University, which came to the conclusion that the college should be abolished, the high school classes being transferred to the Muslim University school and the intermediate classes to the University. It was therefore resolved to take the necessary steps to amend the Aligarh Muslim University Act in order to give effect to this decision.

In the Punjab, intermediate colleges are reported to be popular. The demand for admission to the intermediate classes is generally greater than the accommodation available. But, as in the United Provinces, great difficulty is being experienced in filling the matriculation classes and "it can only be concluded that the general public resolutely refuses to send its sons to the matriculation classes of these colleges in preference to the local high schools". These colleges have so far failed to fulfil the hope that they would be true four-year institutions with scholars remaining in the same institution for a four-years' course.

(c) *Examinations.*

The four tables which follow give the statistics of certain examinations conducted by the Universities and boards of secondary and intermediate education, as well as of graduates and undergraduates in the different provinces.

(a) *Number of University Graduates and Undergraduates.*

Province.	Year.	Number of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Madras	1916-17	1,213	184	16	15	107	..	..	..	9,625	259	30	..	..	11,479
	1921-22	1,176	340	44	15	256	..	..	..	8,425	381	144	..	..	10,781
	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,931
	1927-28	2,020	313	54	13	261	..	19	..	15,919	629	240	728	..	20,196
	1928-29	1,938	312	75	18	231	..	19	..	17,614	614	466	830	1,764	23,885
	1929-30	1,995	377	51	30	332	..	24	..	14,695	605	466	717	122	19,404
Bombay	1916-17	673	158	78	47	32	26	30	..	4,702	644	189	..	305	6,884
	1921-22	775	303	132	35	29	31	46	..	4,478	1,349	174	..	315	7,667
	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,407
	1927-28	927	398	176	70	42	57	41	..	6,690	573	305	..	406	9,685
	1928-29	1,004	380	159	98	58	64	62	..	6,796	642	302	..	424	9,989
	1929-30	1,081	554	112	73	97	50	67	..	7,003	673	310	..	473	11,093
Bengal	1916-17	2,233	488	125	6	50	..	..	..	17,866	984	78	..	..	21,830
	1921-22	2,726	504	148	12	86	..	..	..	16,851	1,667	63	..	257	22,314
	1926-27	2,243	786	263	27	109	61	..	..	24,382	(a)	(a)	..	46	27,017
	1927-28	2,536	591	198	38	132	55	..	..	21,200	(b)478	208	..	42	25,478
	1928-29	2,962	862	270	45	143	61	..	..	21,504	1,318	217	..	..	27,382
	1929-30	2,449	1,027	259	47	139	93	..	..	21,566	1,234	175	..	44	27,033
United Provinces	1916-17	675	649	51	..	35	..	11	..	4,587	137	..	..	37	6,132
	1921-22	995	416	44	..	108	..	5	..	4,803	314	94	199	475	7,453
	1926-27	1,664	769	87	81	125	97	..	..	3,685	221	223	316	184	7,402
	1927-28	1,803	769	82	62	149	90	13	6	3,838	367	205	308	328	7,965
	1928-29	2,089	809	42	75	158	124	..	..	4,125	390	368	339	304	8,823
	1929-30	1,941	720	57	77	155	148	..	..	4,398	382	412	286	321	8,897

(a) *Number of University Graduates and Undergraduates*—contd.

Province.	Year.	Numbers of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Punjab	1916-17	612	69	16	..	40	..	..	..	1,362	76	..	625	..	2,800
	1921-22	745	199	56	..	43	..	14	1	4,147	377	..	96	222	5,900
	1926-27	894	176	44	..	69	..	30	..	7,037	555	..	..	160	8,965
	1927-28	981	197	45	..	80	..	16	..	7,575	531	..	..	231	9,656
	1928-29	1,064	182	35	..	76	..	27	..	8,320	563	..	106	893	11,266
	1929-30	1,073	208	25	..	76	26	34	..	8,743	522	..	9	854	11,570
Burma	1916-17	53	..	..	..	..	..	..	..	682	..	..	..	..	735
	1921-22	69	17	..	..	..	..	..	..	214	..	..	..	144	444
	1926-27	92	19	..	..	..	..	..	..	1,254	65	41	..	8	1,479
	1927-28	125	25	..	..	..	..	..	..	1,420	68	52	..	11	1,701
	1928-29	119	51	..	..	..	..	..	..	1,380	72	59	..	12	1,693
	1929-30	136	19	..	..	..	..	..	..	1,317	76	77	..	19	1,644
Bihar and Orissa	1916-17	232	25	..	..	6	..	..	..	2,534	..	..	..	..	2,797
	1921-22	265	72	..	..	16	..	..	..	2,252	..	..	..	15	2,620
	1926-27	357	228	6	..	30	..	..	..	3,511	153	71	..	..	4,356
	1927-28	400	257	18	..	6	..	..	..	3,656	186	97	..	..	4,620
	1928-29	471	212	25	20	— 4	..	..	..	3,902	196	105	..	..	4,935
	1929-30	503	185	32	17	2	..	..	..	3,606	224	114	..	..	4,683
Central Provinces and Berar	1916-17	118	145	..	..	23	..	..	..	993	..	..	..	..	1,279
	1921-22	77	87	..	..	24	..	..	..	597	..	..	..	..	785
	1926-27	165	55	..	..	22	..	..	..	1,102	..	..	..	37	1,471
	1927-28	159	96	..	..	20	..	5	..	1,200	..	..	..	59	1,629
	1928-29	222	61	..	..	25	..	8	..	1,418	..	..	..	97	1,831
	1929-30	230	43	..	..	25	..	18	..	1,444	..	..	..	89	1,849
Assam	1916-17	50	3	..	..	..	..	..	..	740	..	..	..	..	793
	1921-22	119	8	..	..	..	..	..	..	839	..	..	..	..	966
	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..	..	1,142
	1927-28	103	15	..	..	..	..	..	..	1,029	..	..	..	..	1,147
	1928-29	157	21	..	..	..	..	..	..	1,182	..	..	..	..	1,360
	1929-30	117	27	..	..	..	..	..	..	1,266	..	..	..	..	1,410
Delhi	1916-17	27	..	..	..	..	..	..	..	118	..	..	..	..	145
	1921-22	75	..	..	..	..	..	..	..	556	85	..	..	..	716
	1926-27	130	49	..	..	..	..	..	..	1,140	..	..	..	..	1,319
	1927-28	112	51	..	..	..	..	..	..	1,143	..	..	..	..	1,306
	1928-29	149	51	4	..	..	..	..	..	1,252	..	..	..	..	1,456
	1929-30	183	42	8	..	..	..	..	..	1,296	..	..	..	..	1,529
Other Minor Administrations.	1916-17	18	1	..	..	1	..	..	..	199	..	..	..	..	219
	1921-22	24	..	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	1	2	..	..	..	..	..	500	..	..	..	..	586
	1927-28	123	1	1	..	15	..	..	..	533	..	..	..	..	673
	1928-29	158	..	4	..	16	..	..	..	595	..	..	..	..	773
	1929-30	139	..	..	..	24	..	..	..	494	..	..	..	..	657
Total of all Provinces	1916-17	5,934	1,722	286	68	294	26	41	..	43,358	2,100	297	625	342	55,093
	1921-22	7,046	1,946	424	62	562	31	65	1	43,411	4,173	475	295	1,428	59,919
	1926-27	7,887	2,672	613	196	570	215	70	..	62,050	2,731	790	316	946	79,065
	1927-28	9,289	2,713	524	183	705	202	94	6	64,293	2,832	1,107	1,038	1,072	84,056
	1928-29	10,333	2,941	614	251	711	249	116	..	68,088	3,795	1,517	1,284	3,494	93,393
	1929-30	9,847	3,202	544	244	840	317	143	..	66,428	3,716	1,554	1,012	1,922	89,769

NOTE.—Figures for undergraduates generally relate to the Calendar year.

(b) *Number of undergraduates in Institutions controlled by Provincial Boards of Education in 1929-30.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a)1,079	..	..	1,079
United Provinces	4,733	..	631	5,364
Rajputana (including Ajmer-Merwara), Central India and Gwalior.	396	..	..	396

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(c) *Results of Examinations in Arts and*

Nature of Examination.	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allahabad.	Lucknow.	Benares Hindu.	Agra.	Annamalai.
Matriculation.										
Number of candidates .	55	8	(a)11,954	16,375	..	..	..	1,040	..	..
,, passes . .	12	1	(a)4,391	10,186	..	..	..	463	..	..
Percentage of passes .	21·8	12·5	(a)36·7	62·2	..	..	..	44·5	..	..
Intermediate Arts.										
Number of candidates .	(b)8,936	(b)3,148	1,528	3,827	..	..	..	285	..	..
,, passes . .	(b)4,010	(b)1,010	781	1,824	..	..	..	176	..	..
Percentage of passes .	(b)44·9	(b)32·1	51·11	47·7	..	..	..	61·7	..	..
Intermediate Science.										
Number of candidates .	..	..	976	3,454	..	..	..	217	..	..
,, passes . .	..	..	544	1,532	..	..	..	111	..	..
Percentage of passes .	..	..	55·74	44·4	..	..	..	51·0	..	..
Bachelor of Arts (Honours).										
Number of candidates .	279	1,183	402	573	72	37	12	31	..	32
,, passes . .	241	402	341	413	35	25	10	3	..	28
Percentage of passes .	86·4	34·0	84·82	72·1	48·6	69	83·33	9·6	..	87·5
Bachelor of Arts (Pass).										
Number of candidates .	(c)	..	787	2,906	166	340	205	216	607	..
,, passes . .	1,956	..	348	1,124	81	206	100	159	283	..
Percentage of passes .	..	..	44·22	38·7	34·3	62	48·78	73·6	46·6	..
Bachelor of Science (Honours).										
Number of candidates .	..	..	..	193	16	20	6	11	..	..
,, passes . .	..	..	..	125	8	11	5	3	..	..
Percentage of passes .	..	..	..	64·8	50·0	55	83·33	27·2	..	..
Bachelor of Science (Pass).										
Number of candidates .	..	..	414	752	74	140	56	105	173	..
,, passes . .	..	..	268	306	32	74	31	41	109	..
Percentage of passes .	..	..	64·73	40·7	41·9	53	56·36	39·5	63·0	..
Master of Arts.										
Number of candidates .	150	..	233	428	74	74	77	46	104	..
,, passes . .	77	..	99	267	65	61	67	35	85	..
Percentage of passes .	51·3	..	42·49	63·1	87·8	81	87·01	76·04	81·7	..
Master of Science.										
Number of candidates .	..	..	28	223	34	48	28	24	23	..
,, passes . .	..	..	25	120	27	40	28	23	19	..
Percentage of passes .	..	..	89·28	53·8	79·4	83	100	96·0	82·6	..

(a) The Bombay University does not hold a Matriculation Examination. A school leaving examinatio
(b) Includes figures for
(c) The number cannot be stated as the candidates may at their

Science of Indian Universities, 1930.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
									Matriculation.
232	15,408	..	..	4,138	..	..	532	49,742	Number of candidates.
100	8,431	..	..	1,944	..	..	188	25,716	,, passes.
43·0	54·7	..	..	47·0	..	..	35·3	51·70	Percentage of passes.
									Intermediate Arts.
154	1,691	325	(*b*)528	1,040	310	407	268	22,447	Number of candidates.
98	718	151	(*b*)202	315	153	126	128	9,692	,, passes.
63·6	42·5	46·4	(*b*)38·3	30·3	49·3	30·9	47·8	43·18	Percentage of passes.
									Intermediate of Science.
111	2,471	119	..	522	201	691	..	8,762	Number of candidates.
79	1,116	50	..	181	126	202	..	3,941	,, passes.
71·0	45·2	42·0	..	34·7	62·6	29·2	..	44·98	Percentage of passes.
									Bachelor of Arts (Honours).
6	255	41	3	131	..	..	..	3,057	Number of candidates.
4	96	36	3	100	..	..	..	1,737	,, passees.
66·6	37·6	87·8	100·0	76·3	..	..	..	56·82	Percentage of passes.
									Bachelor of Arts (Pass).
216	1,908	186	129	702	313	(*c*)	138	8,819	Number of candidates.
138	884	133	87	240	147	278	59	6,218	,, passes.
64·0	46·3	71·5	67·4	34·2	46·9	..	42·8	70·51	Percentage of passes.
									Bachelor of Science (Honours).
8	5	10	5	13	..	..	..	287	Number of candidates.
4	3	4	4	7	..	..	..	174	,, passes.
50·0	60·0	40·0	80·0	53·8	..	..	..	60·63	Percentage of passes.
									Bachelor of Science (Pass).
51	131	42	56	86	70	(*c*)	..	2,150	Number of candidates.
30	79	28	35	37	53	48	..	1,171	,, passes.
59·0	60·3	66·6	62·5	43·0	75·7	..	..	54·47	Percentage of passes.
									Master of Arts.
59	257	37	9	89	28	49	9	1,718	Number of candidates.
40	114	29	5	65	25	35	9	1,078	,, passes.
68·0	44·4	78·3	55·6	73·0	89·3	71·5	100	62·75	Percentage of passes.
									Master of Science.
13	37	..	2	18	7	5	11	501	Number of candidates.
10	27	..	2	6	6	5	10	348	,, passes.
76·0	73·0	..	100	33·3	71·4	100	90·9	69·46	Percentage of passes.

is held by a special Board constituted jointly by the University and Government.
Intermediate Science.
option take the examination as a whole or appear by parts separately.

(d) *Results of Examinations conducted by Provincial Boards of Education, 1930.*

Nature of Examination.	Madras S.S.L.C. Board.	Dacca Intermediate and Secondary Board.	United Provinces High School and Intermediate Board.	Burma English, and A. V. and Secondary Board.	Central Provinces High School Board.	Hyderbad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.	Rajputana (Including Ajmer-Merwara), Central India and Gwalior High School and Intermediate Board.
High School or Leaving Certificate.								
Number of Candidates .	(a)	355	8,205	2,555	1,786	534	1,698	424
,, passes . .	6,213	287	4,657	765	1,094	354	1,098	219
Percentage of passes .	..	80·8	56·8	29·9	61·25	66·3	64·7	51·6
Intermediate Arts.								
Number of candidates .	..	(b)247	(d)2,623	..	..	..	..	186
,, passes . .	..	116	(d)1,309	..	..	..	..	81
Percentage of passes .	..	47·0	49·9	..	..	..	..	43·5
Intermediate Science.								
Number of candidates .	..	(c)163	..	..	..	..	..	39
,, passes . .	..	94	..	..	..	..	..	19
Percentage of passes .	..	57·7	..	..	..	..	..	48·7

(*a*) Complete information not available.
(*b*) Excludes 65 candidates (of whom 37 passed) in Intermediate examination in Islamic Studies.
(c) Excludes 39 and 32 candidates (of whom 14 and 11 passed) in Intermediate examination in Dyeing and in Commerce, respectively.
(*d*) Includes figures for Intermediate Science.

III.—Secondary Education.

Statistics.—The number of secondary schools of all kinds increased by 565 from 12,587 to 13,152 and their enrolment by 134,232 from 2,111,976 to 2,246,208. These figures do not include scholars who were reading in the secondary classes of intermediate colleges but they do include pupils reading in the primary departments of high and middle schools. The total number of scholars reading in the secondary stage (*i.e.*, high and middle school classes) in all kinds of institutions was 1,090,417 as shown in the following table:—

Type of Institutions.	Number of secondary scholars in institutions.	
	For males.	For females.
Intermediate colleges	1,801	150
High schools	636,286	35,422
Middle schools	399,731	16,957
Primary schools	51	19
Total	1,037,869	52,548
	1,090,417	

It will be observed that more than half the pupils enrolled in secondary schools were reading in the primary classes of those schools.

The following table gives the expenditure on different types of secondary schools:—

Institutions.	Total expenditure.	Percentage of expenditure from				Cost per scholar.
		Government funds.	Local funds.	Fees.	Other sources.	
For males.	Rs.	%	%	%	%	Rs.
High Schools	4,62,89,296	31·5	8·8	51·2	13·5	52
Middle Schools	2,37,96,310	38·7	24·0	27·1	10·2	19½
For females.						
High Schools	67,63,501	43·2	1·9	33·6	21·3	91½
Middle Schools	38,86,027	39·6	14·4	15·1	30·9	36½

It is observed that fees meet half the cost of educating a boy in a high school and one-third the cost of educating a girl in a high school and that Government funds meet a larger part of the total expenditure in girls schools than in boys' schools.

The results of the various examinations taken by candidates on the completion of the high and middle school courses were as follows:—

Examinations.	Candidates.		Passes.	
	Males.	Females.	Males.	Females.
Matriculation	37,729	844	21,693	550
School Leaving or Final	45,181	1,447	29,730	914
European High School	288	237	177	175
Cambridge School Certificate	711	331	336	209
Anglo-Vernacular Middle	79,562	4,208	58,171	2,745
Vernacular Middle	73,273	6,962	43,712	3,992
European Middle	919	551	493	348
Cambridge Junior	663	474	436	310

General remarks.—The large increase in the enrolment of pupils indicates an increasing demand for secondary education. In Bengal, secondary English schools increased owing to the opening of schools under private management and to the conversion of middle vernacular schools to middle English status. In the United Provinces one new intermediate college came into existence in response to a steadily increasing demand. The introduction of compulsory primary education and the opening of English classes in vernacular middle schools have also led to the demand for more secondary vernacular education in this province, but this demand, though a sign of an increased recognition of the benefits of higher education, unfortunately seems to have been too great for the available resources to cope with. In the Punjab 15 per cent. of the vernacular upper middle schools and 40 per cent. of the lower middle schools are without suitable buildings. In the Central Provinces overcrowding is fairly general and as one report says "secondary education is, in the circumstances, bound to suffer" The difficulty is financial, for local boards have very limited funds at their disposal and provincial resources in most provinces are strained. In Bombay, there has been no increase in the allotment for grants to secondary schools during the last six years but in most other provinces there have been increases. In Bihar and Orissa, many additions to existing school buildings have been made, resulting in increased enrolment and in consequence in larger fee incomes of the schools concerned. In Burma several new buildings were completed while the equipment in Government schools is stated to be satisfactory.

Courses.—In Madras the year witnessed the introduction of a revised course and syllabuses in the Secondary School Leaving Certificate scheme. In Burma closer liaison is being established between anglo-vernacular and vernacular schools, and courses have been so framed as to facilitate this process. While nowhere in India has there been a radical change in the existing courses,

sufficient evidence has been available to show that alteration in the existing courses of study should not be attempted without a thorough examination of the possible results of such change. In the Punjab, an existing regulation has been revised requiring every student to take up history and geography as a third compulsory subject (though success in this subject is not essential for an ordinary pass in the matriculation examination). The change seems to have had an adverse effect on the teaching of other important subjects such as science, physiology and hygiene, the classical languages and drawing. There is, on the other hand, the danger of stagnation if a conservative policy of opposition to change is adopted. In Assam, it is recognised that the courses are out of date and that the imperative need is their modernisation, but the lack of funds stands in the way. In Burma, the subjects of study prescribed by anglo-vernacular schools under Christian management include religious instruction to which Buddhists are beginning to object. Educational efficiency is, in the circumstances, bound to suffer.

Experiments in education.—Experiments continue on developments in modern educational theory. The Dalton Plan, which is being tried with varying degrees of success in the United Provinces and Assam has been found to give satisfactory results but in Dacca the results are not altogether convincing in some schools where it has been tried. In the United Provinces, the Project Method is also being tried, while in Bengal Dr. West's method of teaching English, which is based upon the gradual assimilation of an enlarged vocabulary, has been introduced. In Bihar and Orissa experiments in teaching up to the matriculation standard through the medium of the different vernaculars in use in that province have been in progress for over five years but the results have so far been inconclusive.

Manual Instruction.—In Madras manual training is made a compulsory subject under the revised secondary school leaving certificate scheme. In the United Provinces, the new curriculum in which this subject is connected with drawing promises well. Great improvement in the teaching of the subject is manifest, but there is a "lack of artistic atmosphere about the majority of drawing rooms". In Bengal, definite arrangements for manual instruction exist, and in some schools subjects like dyeing, weaving, carpentry and smithy-work are also taught.

Medium of instruction.—The policy of imparting education in the higher forms through the medium of the vernaculars was pushed on with vigour in all provinces. In Madras, the vernaculars were used in sixty schools as the medium both of instruction and of examination. In Bombay, the local vernacular is the medium of instruction in standards I—V, that is in the middle stage and lower classes of the high school stage, while candidates at the Matriculation examination are permitted by the Bombay University to answer question papers in history and in their second language in their vernacular. A policy based on sound educational theory

would be for pupils to be required to answer the question papers in their examinations in the language which is used as the medium of their instruction. While gratifying progress has been made in instruction through the mother tongue yet certain undesirable tendencies result. It has been noticed in more than one province that the attempt to diffuse education in higher forms more and more through the vernaculars has been attended with a deterioration in the standard of English. It has also been noticed that in the United Provinces, where both Urdu and Hindi are used, a hybrid language emerges. It is difficult to contemplate this result without a feeling of alarm. For, while a fairly good standard of English can be insisted upon by adequate emphasis on the value of the *viva voce* test in English in the higher classes, it would be exceedingly difficult to prevent the hybrid language from corrupting the mother tongue to the prejudice of its healthy natural development.

Teachers.—In Bombay, many schools under private control engage matriculates as teachers and entrust to them the English of the lower standards. With few exceptions the quality of their teaching is poor, comparing unfavourably with that in Government schools where graduates are generally employed. In the Punjab the teaching of English is reported to be miserable in many high schools and is attributed, in the opinion of a Divisional Inspector of Schools, to the fact that the subject is, especially in the lower classes, in the hands of inefficient junior anglo-vernacular teachers. It is gratifying to note that the number of graduates who are trained (men and women) has increased from 7,500 in 1929 to 7,942 in 1930. The number of trained teachers of all qualifications has increased from 52,786 in 1929 to 55,989 in 1930. The Punjab and the North-West Frontier Province (in the latter, in the sphere of vernacular education) showed as many as 80 per cent. and 86·4 per cent. respectively of their teachers as trained. Untrained teachers are employed mainly in schools for vernacular education, secondary as well as middle, in the United Provinces and the Central Provinces; in the Central Provinces inspections and public examinations showed that the lack of trained teachers was " mainly responsible for the comparatively low efficiency of aided schools ". It is also being increasingly recognised that trained teachers do not alone ensure efficiency; what is needed in both trained and untrained teachers, is a sense of security regarding their appointments—a feeling that is not so strong among teachers in schools under private management as it is among teachers in schools under public management. In Madras and the United Provinces the governments now insist upon the execution of a written agreement between management and teachers.

The United Provinces report says—" A tendency has been noticed for managers to budget for increased salaries for the existing staff but when the additional Government grant is received it is spent in employing additional teachers. The result is that the new demands are met at the expense of the increments of the regular staff ". Such action strikes at the efficiency of the schools

by leaving the existing staff discontented, indifferent to good discipline, and without incentive to continue the good work they may have been doing.

Examinations.—It is comforting to note that there have been no examination scandals due to the leakage of question papers. Examinations continue to dominate teaching work and cramming in some schools, especially in vernacular middle schools, is common; there is too little reasoning on the part of the pupils. In the United Provinces examination results have been very satisfactory; in the Punjab, on the other hand, the number of failures in the matriculation examination have been startling and one cannot avoid the conclusion that obviously unfit boys have been permitted to sit for the examination.

Medical inspection of schools.—In all provinces medical inspection received a large measure of attention during the year under review. In the North-West Frontier Province it is now a regular part of school life in the cities of Peshawar, Bannu and Dera Ismail Khan. In Bengal, a scheme for the medical examination of pupils in Government high (English) schools and senior madrassahs outside Calcutta and in hostels attached to them which has been under the consideration of Government was approved. In Madras, though the scheme in force fell short in some respects of a complete School Medical Service yet a staff consisting in all of 635 medical men and 91 medical women was engaged (part-time) in school inspections. In the United Provinces, except in the ten cities where the department maintains whole-time medical officers, the medical inspection of English schools was transferred to the Public Health Department in those places where suitable district or municipal medical officers of health had been appointed. School medical officers in such places are now maintained for hostel residents only and paid by the department. The facilities for medical inspection that are provided in all provinces appear to be fairly satisfactory, but full advantage of such inspections is not taken because of the " lack of intelligent and ready response on the part of parents and managements to the findings of the school medical officers ". Parents are frequently loath to follow the advice of the medical officers. The great need therefore seems to be a livelier sense of civic responsibility on the part of guardians and a recognition that apathy in the matter is bound to detract from the efficiency and utility of measures that the State may take to protect pupils at school from ill-health. The scheme by which an After-Care-Officer, such as in the Students' Welfare Committee of the Calcutta University, follows up the defects discovered in the students by seeing their guardians or heads of their institutions and keeping himself informed of the steps taken for treatment, is worthy of universal adoption.

Physical training.—Increased interest in physical training was shown and the year was one of progress. In the Central Provinces the value of physical training was still further recognised and a number of teachers are now being trained annually to give physical

instruction. In the North-West Frontier Province physical training is compulsory in all schools; while in Madras, Government have accepted the recommendation of a committee to consider the proposition " the formal physical training and games should be made compulsory for all pupils in secondary schools " except for boys declared medically unfit. It was also laid down that provision should be made for adequate physical training before recognition is granted to secondary schools. In the Punjab the importance and influence of the new type of physical training supervisor is noted. Games were popularised and clubs and refresher courses were organised in rural areas. Bengal reports that the factors which stand in the way of the introduction of games as a compulsory subject in schools are inadequate playing fields, want of trained teachers and apparatus, apathy and conservatism of boys and their guardians, inadequacy of funds and the absence of provision for mid-day tiffin.

Hostels.—With the great increase in secondary education and the consequent large enrolment of boys from rural parts the question of increasing the number of existing hostels has assumed great importance. In the United Provinces, " most managers of schools are alive " to this need; but " are handicapped by the lack of funds ". In Bihar and Orissa the year witnessed the construction of a few hostels and extensions to some existing ones. In the Central Provinces additional accommodation is needed; supervision is satisfactory. Insufficient hostel accommodation means that a student has to make his own arrangements in the town, and, as an inspector of schools says " since no one has an eye on him, he is generally open to evil influences which may ruin his life ".

IV.—Primary Education (Boys).

General.—The number of primary schools for boys increased by 1,300 from 171,386 to 172,686 and their enrolment by 150,153 from 7,880,619 to 8,030,772. Under both number and enrolment, the percentage of increase in 1929-30 is less than that in 1928-29. The enrolment figures for the year under review do not include the number of pupils reading in primary sections of secondary schools; the number of such pupils was 1,031,248, of whom 213,997 were in high schools and 817,251 in middle schools. The increase in the number of pupils was shared by all provinces except Bihar and Orissa, where the fall in enrolment from 940,708 to 902,545 was due to the prevalence of malaria and small-pox and to an outbreak of cholera in one district and to the closing of many schools in other districts on account of financial stringency. In the United Provinces the rate of increase was lower than it was during 1928-29, but in the Punjab, which showed a fall last year, the figures for enrolment rose by 11,235 to 374,525 and of the number of primary schools by 64 to 5,580 in spite of the conversion of a number of primary schools into lower middle schools. In both Bihar and Orissa and the United Provinces, however, there was an increase in the average attendance of pupils.

Administration.—In Madras, proposals were made and generally approved by Government to replace the existing multiple class and inevitably inefficient schools by central schools admitting both sexes and children of all communities. These schools would be assisted by feeder schools or junior schools, which would at the same time serve the needs of young children unable to walk all the way from their homes to the central school. In Bombay, the efficiency of some school boards was greatly undermined by extraneous influences. As an Inspector of Schools says, " party spirit still hampers the smooth working of some school boards. There are certain members who add to communal bitterness and make the smooth working of the school board more difficult ". In the United Provinces, some members of education committees, instead of regarding their membership as an opportunity for service, used teachers for political work. In Bihar and Orissa, it was found that the transfer of teachers by boards was made on other grounds than those of public interest and efficiency. In the Central Provinces, " there is urgent need for focusing the attention of district councils and other local bodies on the need for the better administration of their educational systems ". Financial stringency was largely responsible for slow progress, but " wastage can be reduced and efficiency increased by closer supervision and a better appreciation of their responsibilities by school committees and teaching staffs ". In the Punjab, a growing tendency was noticeable in a number of district boards to reduce their own contribution as Government grants increased.

Teachers.—In no province, except Bombay, is the trained element less than fifty per cent. In the United Provinces, owing to the introduction of compulsory education in many areas the demand for trained teachers has greatly increased and the supply available is unable to meet it. Allied to the problem of securing trained teachers is that of ensuring that the teachers who have been trained continue to put into practice the lessons learnt in the training institutions. The Director of the United Provinces reports that " Teachers' conferences are of considerable help, but unfortunately in some cases they were found to have degenerated into political meetings ". The payment of adequate salaries is no less important in securing efficient instruction than training. In the Central Provinces, the minimum salaries for trained teachers under several district councils are less than the minimum prescribed by Government. It is little wonder therefore that the Director of Public Instruction says that " it is reported that trained teachers with ability show a tendency to migrate from villages to towns ". Promotions are comparatively few and uncertain and, consequently, there is discontent and indifference amongst the large number of trained teachers in the lowest grades. In the Punjab, refresher courses for vernacular teachers were held at various places in the Multan Division. In the North-West Frontier Province, the number of single-teacher schools is still too high. As the Royal Commission on Agriculture in India said, the single teacher school " is both inefficient and extravagant ".

Wastage.—This problem, to which the Hartog Committee drew pointed attention, continues to engage the attention of educational authorities. The subjoined table will explain the position in primary schools.

Class.	*Number of pupils in 1928-29.	* Number of pupils in 1929-30.	Wastage.
I	5,563,353	5,661,836	..
II	1,883,936	1,952,088	3,611,265
III	1,315,060	1,367,470	516,466
IV	857,409	899,619	415,441
TOTAL .	9,619,758	9,881,013	

* These figures are for both boys' and girls' schools; separate figures for boys' schools are not available.

This table shows that, out of 5·56 million pupils reading in class I in 1928-29, only 1·96 million were reading in class II in 1929-30; out of 1·88 million pupils reading in class II in 1928-29 less than 1·37 million were reading in class III in 1929-30; and of 1·31 million pupils reading in class III in 1928-29 only about 900 thousand reached class IV in 1929-30. It must, however, be remembered that the wastage is not in fact as large as the figures given above would appear to indicate, since the enrolment of class I includes not only those pupils who are expecting promotion in the month succeeding the collection of statistics but also those pupils who have been only recently admitted to the schools. All the same, there is no gainsaying the fact that the wastage is considerable and one is tempted to ask whether much of the money at present spent on primary education is not being wasted. In Madras, of every 100 children admitted to standard I in 1925-26, 22·7 pupils attending boys' schools and 16·5 pupils attending girls' schools passed through standard IV in 1928-29. In Bombay, of the boys who were admitted in the infant class in 1925-26, 33·8 per cent. reached standard IV in 1929-30. These two instances are typical of the wastage that has occurred in other provinces. The Director, Assam, however, looks upon this problem from a different angle; " such wastage ", he says, " should be regarded as an agriculturist would look on the work of preparing the ground for the seed—clearing and ploughing and harrowing—and that in due course with a better tilth we shall get a better crop."

Compulsory education.—The following table shows the number of urban and rural areas in each province in which compulsion has been introduced:—

Province.	Acts.	Areas under compulsion.	
		Urban areas.	Rural areas.
		Towns.	Villages.
Madras	Elementary Education Act, 1920.	25	206
Bombay . .	Primary Education (District Municipalities Act, 1918).	4	..
	City of Bombay Primary Education Act, 1920.	1	..
	Primary Education Act, 1923 .	5	150
Bengal	Primary Education Act, 1919 .	1	..
United Provinces .	Primary Education Act, 1919 .	36	..
	District Boards Primary Education Act, 1926.	..	378
Punjab	Primary Education Act, 1919 .	46	2,303
Bihar and Orissa . .	Primary Education Act, 1919 .	1	4
Central Provinces and Berar.	Primary Education Act, 1920 .	13	*90
Assam	Primary Education Act, 1925 .	..	..
Delhi	(Punjab Act extended to Delhi—1925).	1	6
	Total .	133	3,137

* Village centres, with 193 feeder villages.

NOTE.—This table does not include areas for which schemes of compulsory primary education are under consideration or have been sanctioned but not yet introduced. It includes, on the other hand, areas in which such schemes have been partially introduced.

That enrolment increased in areas under compulsion there is no doubt, but it cannot be said that in all the areas given in the table compulsion has produced the desired result. In the Saidapet Taluk of the Madras Presidency "special persuasion and threats of prosecution have only resulted in the nominal enrolment of pupils who do not mean to attend school". The Director of Public Instruction, Madras, is of opinion that "while compulsion has been effective in bringing children to school it has been ineffective in keeping them there". In the United Provinces compulsion was

introduced in many urban and rural areas and in the latter with varying degrees of success; where it was not successful it was due to " inexperience or inefficiency, or both, unrelieved by keenness on the part of members of boards ". In the Punjab enrolment in a number of areas is above 80 per cent. and the Director is of the opinion that " wherever earnest efforts have been made excellent results have been achieved. Prosecutions are now more generally instituted ". Bihar and Orissa reports that " most of the municipalities continue to waste the limited funds at their disposal by maintaining or aiding a large number of small schools instead of following a policy of concentration ". In Assam, though there is as yet no scheme of compulsion in operation, the principle of free and compulsory primary education has been accepted. The Director of Public Instruction, Central Provinces, reports that " the administration of the Compulsory Education Act leaves much room for improvement. The common defects are careless registration of those liable under the Act, delay in publishing bye-laws and reluctance to prosecute defaulters. Attendance officers do not understand their duties ".

School Buildings.—From almost all provinces it is reported that primary school buildings are unsatisfactory. This is specially true of rented buildings which are, as a rule, badly lighted and ill-ventilated. From the United Provinces an Inspector reports that " in several cases roofs of school houses have fallen in during the rains " and there is, in those provinces, a general complaint about the iniquities of contractors. In the Surma Valley in Assam, there are schools which are held in *baitak khanas*, cowsheds, *mandaps* and private verandahs. In the Punjab some progress was made but this was almost entirely due to the grants given by Government. Progress, too, is reported from the North-West Frontier Province but much still remains to be done. In Bombay, under Sir P. Thakurdas's scheme, to which reference was made in last year's report, " the total number of buildings constructed in the Surat District up to the end of the year (1929-30) came to 57. The actual cost involved was Rs. 20,41,862 of which Sir P. Thakurdas contributed Rs. 1,59,411, the remaining Rs. 95,451 being paid by the villagers ". The success of the whole scheme is a striking example of private munificence and self-help.

Adult education.—The adult education class at the Teacher's College, Saidapet, continued, and there was an enormous accession to its library of books presented by publishers and sympathisers. " The adult classes attached to the Government Arts College, Coimbatore, the Teachers' College, Rajamundry, and the Government Training School, Palghat, continued to work satisfactorily." Non-official agencies in the field were more active than before and their activities included " the imparting of instruction in the 3 R's, the reading of vernacular newspapers and library books, lectures delivered by departmental officers and other visitors on health, sanitation, co-operation, stories from Indian History, geography and civics and lantern lectures ". In one centre, a

women's section was working. Bombay reports that the number of both pupils and schools decreased slightly. The day schools for women conducted by the Seva Sadan Society at Poona and Baramati deserve special mention. In Bengal, a comprehensive scheme for the improvement of adult education was sent up to Government and it was proposed to enlist the services of Central Co-operative and Rural Banks in carrying it out. In the United Provinces, the total number of schools maintained during the year increased from 32 to 47, and Lucknow, Benares and Partabgarh, which received Government grants to be given as grants-in-aid to co-operative adult education societies, were the main centres of adult education activities. In the Central Provinces, a scheme was formulated for the establishment of adult schools, providing for the opening of 50 schools through the agency of co-operative societies and 50 by local authorities. In the Multan Division of the Punjab the policy of " consolidation in weeding out of superfluous growth followed last year was pursued this year as well ". In the Lahore Division there was a fall of 7 schools and 1,214 scholars but the Inspector of Schools records a notable increase in the number of literary certificates awarded to adults.

V.—Education of Girls.

Statistics.—The number of girls in all recognised institutions rose from 2,032,388 to 2,149,853, of whom 817,284 were reading in boys' schools. The number of recognised institutions for girls rose from 13,738 to 32,910 and their enrolment from 1,308,687 to 1,389,241 of whom 56,672 were boys. The total number of girls reading in primary, secondary and university classes in both recognised and unrecognised institutions, was 2,258,212 as against 2,137,753 in the previous year. The percentage of girls under instruction to the total female population increased from 1·78 in 1928-29 to 1·88 in 1929-30. This may be compared with the percentage for boys which is 8·07.

Wastage.—This evil, to which reference was made in the preceding chapter, seems to be on the increase in girls' schools. The number of girls in primary classes is given below:—

Class.	1928-29.	1929-30.	Wastage.
I	1,317,575	1,367,771	..
II	311,281	340,221	977,354
III	183,143	197,321	113,960
IV	93,234	105,665	77,478
Total	1,905,233	2,010,978	

The figures show that of 1·3 million girls in the previous year, only 0·3 million proceeded to class II; of 311 thousand girls in class II, only 197 thousand girls reached class III; and of 183 thousand girls in class III, only 106 thousand reached class IV.

It is clear from these figures that a very large number of girls leave school before reaching class IV, *i.e.*, before they have acquired education of any lasting value. It will be observed, however, that in class IV, the percentage of wastage is less in 1929-30 than it was in 1928-29. A comparison with the wastage of figures for boys shows that the wastage in girls' education is much greater and that the percentage of girls reaching class IV is much less. The causes of wastage which affect boys' education operate with equal force in the case of girls' and, in addition, old-world customs, obstinate prejudices, the purdah system and early marriage have accentuated the problem and been particularly responsible for their early withdrawal from school. In the circumstances, it augurs well for the future to be able to note that in Sind there were distinct signs during the year under review of "a growing desire to send girls to schools, and to keep them there longer than was formerly the custom", and that "this movement is spreading to rural areas". In Bengal, the number of girls reading in classes IV and V increased from 11,700 in 1928-29 to 13,181 in 1929-30 and the Director of Public Instruction thinks that herein is "an indication of the actual progress of primary education that is likely to result in permanent literacy among girls".

Public interest in girls' education.—It is satisfactory to note the increasing interest that is being taken in the education of girls. In January 1930, the "All-India Women's Conference held its fourth session in Bombay, thereby giving "an impetus to the general awakening of women who have found a platform on which they are able to draw public attention to their needs". The All-India Women's Education Fund Association met in the same place in January 1930 and Lady Irwin, who presided, invited public attention to certain vital aspects of girls' education. In the Central Provinces, ladies' committees are in existence in several places and conferences were held which "served as useful propaganda for the spread of education among girls". Clearly, as the Director in the Central Provinces says, "the spirit of progress is abroad". Unsuitable or incommodious school buildings, the high percentage of girls in the lower classes of primary schools, and lack of funds are features which need not unduly depress us. Provincial educational authorities are fully aware of the fact that "education is not the privilege of one sex, but equally the right of both, and that neither the one nor the other can advance by itself without a strain on the social and national system and injury to itself".

Teachers.—The number of women teachers increased by 1,778 to 41,391, but Assam complains that the number of girls passing out from middle and high schools who are available for employment in village schools is as yet quite insufficient to provide qualified mistresses to meet the demand; while the Punjab reports that, as far as primary education is concerned, the lack of women teachers continued to be a great hindrance. In fact only in Madras, Bombay, and the Central Provinces is the proportion of trained

teachers to the total number over 50 per cent. The Bombay report draws attention to a matter which is no less important. " A large number of women teachers do not possess a sound knowledge of the subject they have to handle." It is no wonder therefore that " generally speaking the teaching in girls' schools is less efficient than that in boys' schools ". The only remedy is to recruit women with higher qualifications and it is gratifying to note that the number of such women is steadily increasing, but no real advance is possible till teachers are adequately paid. Instances are not wanting of fully qualified and efficient members of staffs in schools throwing up their jobs in disgust on account of the inadequately low pay received. It is reported that, in a certain district in the United Provinces, a V. T. C. mistress, who has appointed by the board on Rs. 30 per mensem, was actually paid only Rs. 15 per mensem till she left, in spite of the fact that savings were available. It is still imperfectly realised that the " pay of women teachers should be sufficient to render them independent " and " that an independent woman teacher needs satisfactory accommodation and has " in most cases " necessarily to provide for a companion or servant ". The Hartog Committee have said that women teachers are " the best teachers for the primary classes " in boys' as well as girls' schools. If only for this reason, it is desirable to pay them adequately and keep them contented.

The Curriculum.—As the Hartog Committee have noted, " in recent years repeated demands have been made for the differentiation of the curriculum in girls' schools from that adopted in boys' schools "; and educational authorities charged with the responsibility for girls' education have not been slow to respond. Subjects which are eminently suited to girls are now a noticeable feature of the curriculum of studies. In Madras, Indian music is made an optional subject for the B.A., course. At the Matriculation examination in Bombay girl candidates are allowed to offer domestic science as an alternative to science. The courses in the Indian Women's University at Poona include domestic science, human physiology, child psychology and hygiene. In Bengal, the standard of needlework in girls' schools has improved and as many as " 402 candidates from Eastern Bengal districts entered for the Lady Carmichael Diploma Examination, of whom 358 were awarded diplomas ". In Patna an exhibition of the needlework sent up in connexion with the examination in hygiene and needlework for the Lady Stephenson medals and diplomas was held in March 1930. Perhaps the most pleasing report in regard to the potentialities of a curriculum specially designed to suit the requirements of girls comes from Burma. " The teaching ", says an inspector, " of sewing has increased the holding power of schools and lengthened the school-life of girls ".

Co-education.—The number of girls reading in boys' primary schools increased by 34,851 to 740,064 and the number of boys reading in girls' primary schools by 3,858 to 41,970, but the Punjab reports that " conditions of society, indifference amounting in some

cases to apathy on the part of the villagers towards the education of girls, and want of confidence in male teachers entrusted with the care of girls " still continue to be the main obstacles to a more rapid progress of the experiment. From the financial point of view the experiment appears to be worth consideration. As the Director in Assam, says, " were there no other argument for educating boys and girls together the argument of economy would be imperative ". The following table shows the number of girls reading in boys' primary schools in the various provinces:—

Province.	No. of girls reading in Boy's Primary Schools.
Madras	328,472
Bombay	83,931
Bengal	73,083
United Provinces	48,093
Punjab	5,175
Burma	106,904
Bihar and Orissa	47,116
Central Provinces and Berar	18,535
Assam	25,161
North-West Frontier Province	322
Coorg	2,159
Delhi	...
Ajmer-Merwara	350
Baluchistan	37
Bangalore	652
Other Areas	74
Total (British India)	740,064

VI.—The Training of Teachers.

Statistics.—The number of students under training on the 31st March 1930, was 33,481 as against 32,751 in the previous year. The details are given below:—

—	Number of students under training.			
	In Training Colleges.		In Normal and Training Schools.	
	1929.	1930.	1929.	1930.
Men	1,235	1,215	25,577	25,698
Women	166	186	5,773	6,382
Total	1,401	1,401	31,350	32,080

The above figures show that, while the number of students under training in training colleges remained constant, the number of those under training in the normal and training schools has increased by 380.

The number of training colleges has increased by 1 to 22 and the number of normal and training schools by 18 to 762.

The following figures show the percentage of trained teachers in the various provinces:—

Province.	Teachers in primary, middle and high schools.			
	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers.	Output of trained teachers in 1929-30.
Madras	118,537	67,801	57·2	6,728
Bombay	42,093	18,466	43·9	1,061
Bengal	101,372	24,464	24·1	1,873
United Provinces	52,161	31,498	60·4	2,457
Punjab	37,683	26,650	70·7	3,840
Burma	15,400	10,209	66·3	371
Bihar and Orissa	45,842	20,513	44·7	1,867
Central Provinces	16,593	10,209	54·9	830
Assam	10,235	3,679	35·9	171
North West Frontier Province	2,766	1,592	57·6	164
Coorg	353	264	74·8	..
Delhi	1,450	964	66·5	53
Ajmer-Merwara	769	387	50·3	59
Baluchistan	299	216	72·2	12
Bangalore	764	541	70·8	29
Other administered areas	992	348	35·1	165
Total (British India)	447,309	216,692	48·4	19,680

The table shows that the position as regards trained teachers is fairly satisfactory in the United Provinces, Punjab, Burma, Coorg, Delhi, Baluchistan and Bangalore, where more than 60 per cent. of the staffs are trained. The all-India average has risen slightly since last year, but in the provinces of Bombay, Bengal, Bihar and Orissa and Assam the proportion of trained teachers continues to be below this average. It is pleasing to note that Ajmer-Merwara has improved and is now above the general average, but in Bengal the number of trained teachers continues to be below 25 per cent. of the total staff employed, while in Assam there has actually been retrogression.

Teachers for anglo-vernacular boys' schools.—The Secondary Training College, Bombay, which is the only institution of its kind in that Presidency continued to do good work. The principal writes of the keenness and enthusiasm displayed by his students, which enabled him to carry through successfully, during the year, several new developments like the use of the gramophone in the teaching of English and French, the institution of a course of lectures on the aims and achievements of the League of Nations

and the celebration of Education Week. " A scheme of short-course training at Dacca for teachers with special reference to spoken and idiomatic English received during the year the administrative approval of Government and the Dacca University held a vacation course for teachers during the year under review." The David Hare Training College, Calcutta, submitted a revised course of studies to the Calcutta University. At this College " subjects outside the prescribed curriculum included lectures on experiments on self-government in a German school, the comparative study of animal and human anatomy and physiology, and hygiene ". The Teachers' Training College, Dacca, continued its experiments on the teaching of English and Bengali, and abstracts of articles written by the principal and some members of the staff for the Indian Science Congress held at Allahabad were published by the Asiatic Society of Bengal. The Government Training College, Allahabad, opened a special course for physical training under the charge of a Superintendent of Physical Training. At the Government Training College, Agra, games and physical exercises were compulsory for the students, while at the Lucknow Government Training College physical training as well as instruction in manual training were insisted on. In the Punjab, " the creation of a higher degree in education with emphasis on a deeper study of one or another aspect was under consideration by the Board of Studies in Teaching of the Punjab University ". An interesting experiment was the training of all the students as assistant scoutmasters. A noteworthy event of the Central Training College was that in the B. T. class there were seven lady graduates all of whom were successful in the final examination. In Burma considerable progress was made in the establishment of a training college and the Director hopes that when completed this will solve the problem of supplying trained anglo-vernacular teachers. The special features of the course of study in the Spence Training College in the Central Provinces were that in the Teachers' Training Certificate Class one section in each of the two years specialised in physical training, including lectures on hygiene, and that pedagogical drawing was a compulsory subject of study for all students undergoing training. An Inspector of Schools in that province, however, thinks that " pedagogy taught in our normal schools is somewhat out of date ", but the Director of Public Instruction says that " the instruction in general is reported to be satisfactory, although there is all too often a lack of life and personality in the practical teaching." Assam continued to be without a training college, being unable to provide the three lacs of rupees which such an institution would cost. As in previous years, teachers from the North-West Frontier Province were trained in the Punjab.

Teachers for vernacular boys' schools.—In Bombay there was a great demand for the training of teachers but accommodation had to be restricted owing to lack of funds. The need for giving primary teachers a training which would be in harmony with rural surroundings was recognised and, with this object in view, the Training School at Nasik was transferred to a village where it was

organised as a rural training school. In Bengal a scheme for the reorganisation of normal and other training schools and for the unification of the rules and curricula was prepared and was under consideration by the Department. In the United Provinces, Government found that a one year course leading to the Vernacular Teachers' Certificate examination, to which reference was made in last year's report, was too short to be of much use and decided to revert to the two years' course. Particular attention was being paid during the year to the improvement of teaching in the infant classes, where says the Director of Public Instruction " the vernacular schools are most inefficient ". In this province local boards paid the stipends of pupil teachers in the central training schools but from these schools, says an Inspector, " there comes a legitimate complaint that boards do not pay stipends to pupil teachers punctually. In some instances it has actually been incumbent upon the headmasters to provide in anticipation of the board's payments from their own pockets for pupil teachers who have not means of support ". In the Punjab special efforts were made to give the whole system of teaching in the normal school a village bias. The assignment system, to which reference was made in last year's report, proved, according to one headmaster, a success in almost all subjects. " It developed the students' power of thinking and created self-reliance ". The project method also succeeded well, especially in its application to the teaching in the infant class. Scouting became a regular feature of the training received, and " with the appointment of physical training supervisors on the staffs of the training institutions, the system of physical training has considerably improved ". Refresher courses were held in various places in the Multan division. In Burma, a change to a two years' course for the elementary training class was under consideration, but was postponed owing to the lack of teachers competent to give instruction. In this province the question has arisen whether Government is justified, in view of the growing unemployment of teachers, in training any more vernacular teachers and it was feared that it might be necessary to close most of the elementary training classes. In Bihar and Orissa the authorities were faced with evidence which showed that the type of primary school teacher which was produced by the existing elementary training school was not " competent to tackle the vital problem of wastage and stagnation." In the North-West Frontier Province it was proposed to include, as part of the training given, a short course of lectures in post office work " in order to fit men for the work of sub-post masters in rural offices "; in the opinion of the Director courses of this kind " make the teacher a more useful member of the village community ".

Teachers for girls' schools.—In spite of an increase in the number of training colleges and of normal and training schools by 1 and 17 respectively, facilities for the training of women teachers continued to be inadequate. Bengal was without a training college for women. In the United Provinces the Benares Hindu University Training College, " which admits graduates of the Benares

Hindu University and, with special permission, graduates of other universities", provided facilities for the training of women students; the Isabella Thoburn College had a one year's course for graduate teachers, while the Government Training College, Allahabad, admitted women graduates also. Notwithstanding these institutions, "the provision of more facilities for women teachers", says the provincial report, "is one of the most urgent educational needs of the United Provinces". Nor was the position in regard to vernacular training schools in this province satisfactory. "A number of candidates were refused admission to E. T. C. and V. T. C. classes for lack of vacancies." The staff and pupils continue to work with exemplary patience in deplorable conditions. A scheme for expansion was ready, but owing to lack of funds no progress could be made. The North-West Frontier Province reports that instruction in the senior vernacular class was satisfactory. As regards the junior vernacular class, however, the Inspectress of Girls' Schools had serious doubts whether, as was thought last year, the students could do justice to their course in two years instead of three.

VII.—Professional and Technical Education.

The following table gives statistics regarding institutions for professional and technical education:—

Type of Institution.	1929.		1930.	
	Institutions.	Students.	Institutions.	Students.
Law colleges and schools .	16	7,572	16	7,585
Medical colleges and schools .	41	9,693	45	10,679
Engineering colleges and schools	17	4,159	18	4,349
Agricultural colleges and schools	23	1,604	24	1,529
Commercial colleges and schools	156	8,676	144	9,175
Forest colleges . . .	2	107	2	102
Veterinary colleges . .	3	428	3	464
Technical and Industrial schools	492	27,266	497	23,343
Schools of Art . . .	12	2,331	16	2,396
Total (British India) .	762	61,836	765	59,622

It will be observed that, while the total number of institutions shows a slight increase, the number of students has decreased by more than three per cent. owing to a fall of over 10 per cent. in the number of pupils in technical and industrial schools. A decrease has also occurred in forest colleges and agricultural colleges and schools.

Many of these institutions are not under the control of the provincial Education Departments and consequently the reports of Directors of Public Instruction do not contain full information on

their activities. The following is however gleaned from the provincial reports:—

Law.—Patna reports that the direct cost of the Patna Law College is no longer covered by the fees received.

Medical.—The Punjab is now dependent on the generosity of Madras for the training of a large number of its students in midwifery, but it is expected that, when the new maternity hospital, which is now in course of erection, is finally completed, facilities would be available in the province and " the problem of teaching midwifery according to the requirements of the General Medical Council " will be finally solved. An event of note in the annals of the King Edward Medical College, Lahore, was the admission, for the first time since 1913, of two women candidates. Bombay reports that the new building for a pathological and bacteriological laboratory in the Grant Medical College, for which Sir Dorab Tata generously gave Rs. 2 lakhs, has been completed and occupied during the year.

Engineering.—During the year students of the College of Engineering, Poona, visited on their annual tours many places of scientific interest, including the Nizamsagar project and the Colaba Compressor Station. At the Bengal Engineering College, Sibpur, visiting lectures by experts were continued. " The question of the affiliation of the Mechanical Engineering Department of this college to the University of Calcutta for a degree course in mechanical engineering was under consideration ". At the Ahsanulla School of Engineering, Dacca, a new scheme of practical training was introduced, under which " the first twelve students domiciled in Bengal who passed the Overseer Examination have to undergo practical training in the Public Works, Irrigation, or Public Health Department and thereafter appear at a practical examination." From Bihar and Orissa it is reported that, in view of certain difficulties experienced by apprentices in securing facilities in firms for practical training, Government was considering a proposal " to replace the mechanical apprentice course and the artisan class by an improved course combining the best features of both." The Central Provinces report that " there is a marked improvement each year in the educational qualifications of the candidates appearing in the entrance examinations " of the Government Engineering School, Nagpur.

Commerce.—Bengal reports that lack of funds stands in the way of effect being given to a scheme for the reorganisation of the Commercial Institute Board. Madras witnessed, during the year, the opening of a class in co-operation in the Government Institute of Commerce. At the Sydenham College of Commerce, Bombay, the percentage of passes fell considerably, owing partly to " the fact that students are required to pass in English in addition to other subjects ". A feature of the work done at this college was that special courses of lectures were delivered for the benefit of the public.

Agriculture.—At Anakapalle, in the Madras Presidency, facilities were provided in the Research Station for the training in practical agriculture of a limited number of agriculturists. The Hooghly District Board attached so much importance to the study of agriculture that it made it a compulsory subject in all primary schools under its direct management. In the Punjab Agricultural College, Lyallpur, the short courses, in the vernacular class, in fruit culture continued to be popular.

Art Schools.—A new music college was opened at Chidambaram, in the Madras Presidency. Bengal reports that certain proposals regarding the teaching of music in secondary schools and the establishment of training colleges for teachers in music were under the consideration of Government. The Punjab reports that in the Mayo School of Arts cabinet making, blacksmithy, copper-beating and commercial painting and fine art continued to be the most popular subjects.

Other Technical and Industrial Schools.—The Director of Public Instruction, Punjab, notes with satisfaction the creation in high caste Hindu boys reading in the Victoria Diamond Jubilee Hindu Technical Institute, Lahore, of a liking for manual labour and industrial occupations. The work of the Government Technical Institute, Burma, was interrupted during the year for two weeks by strikes. The Director complains of " the low standard of general education, the poor knowledge of English and the irregularity of the students " attending lectures in civil and mechanical engineering. The De La Salle Institute, Twante, Burma, teaches planting, engineering and poultry farming.

VIII.—Education of Special Classes.

(i) *The Chiefs' Colleges.*—The following was the enrolment at these colleges during the year:—

Mayo College, Ajmer	97
Aitchison College, Lahore	102
Daly College, Indore	85
Rajkumar College, Rajkot	40
Rajkumar College, Raipur	46

The tone and discipline of the colleges were satisfactory. It is to be hoped that something will be done to introduce common messes; the mess started in the Jaipur House in the Mayo College is a step in the right direction. The financial position of all the colleges except one—the Mayo College, Ajmer—was satisfactory. The Chiefs' Colleges prepare mainly for the Diploma Examination conducted by the Government of India. The number of candidates who appeared for this examination during the year was 45 out of whom 33 passed, including twelve from the Prince of Wales Royal Indian Military College, Dehra Dun. The Government of India also conduct the Higher Diploma Examination for which, during the year, only one candidate appeared.

(ii) *Education of Europeans and Anglo-Indians.*—The following table gives the figures for European schools in India:—

	Number of schools.	Number of scholars.	Total expenditure.
			Rs.
For boys	163	26,179	44,11,938
For girls . . .	260	31,590	42,43,659
TOTAL .	423	57,769	1,60,69,450*

* Inclusive of Rs. 74,13,853 spent on inspection, buildings and miscellaneous items.

Though the total number of schools remained constant, there was a decrease of 11 in the number of schools for boys and an increase of the same number under schools for girls. The number of pupils, however, increased by 1,851 to 57,769, but Assam reports a decline in enrolment from 395 to 371 and the Director hopes that "it is casual and does not reflect the economic condition of the Anglo-Indian community".

There were 3,140 girls reading in boys' schools and 6,991 boys in girls' schools. Of the 57,769 scholars 12,111 or nearly 21 per cent. were non-Europeans, an increasing number of whom is applying for admission. Expenditure on European Schools increased by a little over one lakh in institutions for boys and by more than a lakh and a half in those for girls. There was, however, a decrease of Rs. 75,501 under the head of inspection, buildings, and miscellaneous items. The subjoined table shows the percentage of cost of European education in each province borne by public funds, fees and other private funds respectively.

Province.	PERCENTAGE OF COST OF EUROPEAN EDUCATION BORNE BY		
	Public funds.	Fees.	Other private funds.
Madras	33·2	26·5	40·3
Bombay	35·8	40·4	23·8
Bengal.	24·7	42·8	32·5
United Provinces . . .	35·8	35·4	28·8
Punjab	51·7	26·9	21·8
Burma.	30·0	46·3	23·7
Bihar and Orissa . . .	39·0	37·6	23·4
Central Provinces . . .	23·9	41·8	34·3
Assam	24·6	56·5	18·9
North-West Frontier Province	40·7	59·3	..
TOTAL (British India) .	32·1	38·1	29·8

Madras reports that Government decided to exempt poor girls studying in standards up to and inclusive of the seventh standard from the payment of school fees.

During the year under review some changes took place in the courses of study. Under the new Code of Regulations for European Schools in Bengal vocational training became an intrinsic feature of the higher grade school. Domestic science was included by 11 schools as part of the ordinary curriculum in certain classes. In the United Provinces, the revised curriculum, to which reference was made in last year's report, was brought into force and science was introduced in certain high schools. In the Punjab there were complaints about the courses of study for the middle school examination and several of these courses were being revised " with a view to make them a suitable preparation for the Cambridge school certificate and the Punjab matriculation examinations ". There were some changes also in examinations. In Bombay the Oxford Higher Local Examination was replaced by the Cambridge Higher School Certificate Examination. In the Punjab, the High School Examination was replaced by the Cambridge School Certificate Examination. In Bengal a tendency is noticeable to adopt public examinations in vocational subjects. The St. Thomas' School for girls made arrangements for needlework and dress-making to be annually examined by the London Institute. In the case of the Dove Hill School and Queen's Hill School, domestic science subjects were examined by the City and Guilds Examination Committee, London. In Bombay the Inspector notes that " the Cambridge Examinations this year showed a gratifying all round improvement in results ". In fact examination results in all provinces were satisfactory.

The chief feature of girls' education was the increased interest shown in vocational subjects. In Madras, the special subjects centre was very popular and there was a rush of applications for admission to the training class in domestic science and needlework. In Bombay the domestic science courses, showed signs of being both popular and practically useful. In Bengal, domestic science was taken by many but in the Punjab it was losing ground.

Bengal reports that " an increasing tendency is evident among European and Anglo-Indian students to take advantage of university education ". In Bengal, the successes achieved at the I.Sc. and I.A. examinations were notable. In Bombay, out of the 50 pupils who appeared for the Matriculation Examination 28 or 56 per cent. passed. In the Punjab, the Chelmsford Training College was reorganised so as to bring it into closer connection with degree courses of the University, and the Principal of the Lawrence College, Ghoragali, testifies to the stimulus to further study that has resulted therefrom. He states that " it is gratifying to learn that five of the students who very recently left us have been successful in obtaining the B.A. degree ".

It is interesting to note that the importance of a knowledge of the vernacular is being recognised. In the Punjab, Urdu was included in the curriculum and in Burma the number of European pupils who took Burmese was steadily increasing.

(iii) *Education of Muhammadans.*—The number of Muhammadan scholars in various institutions during 1929 and 1930 was as follows:—

Institutions.	Number of Muhammadan scholars on March 31st.					
	1929.			1930.		
	Males.	Females.	Total.	Males.	Females.	Total.
Arts colleges and Universities .	8,699	46	8,745	9,029	61	9,090
Professional Colleges . .	2,410	9	2,428	2,554	8	2,562
Secondary and primary schools	2,251,528	469,645	2,721,173	2,332,222	495,031	2,827,253
Special schools . . .	147,780	1,603	149,383	153,013	1,572	154,585
Unrecognised Institutions .	162,921	70,519	233,440	165,922	74,086	240,008
Total .	2,573,347	541,822	3,115,169	2,662,740	570,758	3,233,498
Percentage of population .	8·3	1·9	5·2	8·6	2·0	5·4

The enrolment in all institutions, both recognised and unrecognised, increased. The percentage of Muhammadan scholars, both male and female, increased by 0·2 to 5·4 as against an increase of 0·14 (from 4·92 to 5·06) in the case of pupils of all communities taken together; hence it can be seen that, in spite of the inevitable wastage, Muhammadan education has made some progress which compares, not unfavourably, with the rate of progress of the population of India as a whole. It will be observed by reference to table IV-A that while 2 per cent. of the total number of Hindu scholars are reading in unrecognised schools, over 6 per cent. of the total number of Muhammadan scholars are reading in such schools, generally in Mulla schools where emphasis is laid almost entirely on religious instruction based on the teachings of the Quran. Madras reports an increase in the number of pupils reading in secondary schools but a decrease from 431 to 406 in the number of those reading in arts colleges. In the matter of Mapilla education, special educational facilities in the shape of scholarships and fees concessions were continued. In Bombay the percentage of Muhammadan pupils to the total number of pupils of all communities continued to be much higher than the percentage of the Muhammadan population to the total population; and barring that for advanced Hindus " it is considerably higher than

the average percentage for all communities ". In the matter of higher education, though there was progress, the community had much leeway to make up. The Director is clear in his mind that the community was realising the economic value of the knowledge of English as was evident from the increasing demand for English and Anglo-Urdu classes. Bengal records a gratifying increase in the number of Muhammadan pupils under instruction in collegiate, secondary and primary classes. The Director states that during the year Muhammadans constituted 50·2 per cent. of the total number of students under instruction. The Punjab reports satisfactory progress, the number of Muhammadan boys under instruction representing 50·5 per cent. of the total enrolment; while of the total increased enrolment during the year 56·3 per cent. was claimed by Muhammadans. In fact the rate of progress among Muslims was higher at all stages in comparison with the Hindus and Sikhs, except at the primary stage where the Sikhs advanced somewhat more rapidly. The increasing use by such Agencies as Malakand, Swat State, Khyber, Kurrum and Waziristan of facilities for education provided in the North-West Frontier Province is a gratifying feature of Muhammadan education during the year. The number of public schools increased from 61 to 69 and the number of scholars by 344 to 4,027. The tribal areas of Shirani and Bhittani country possessed no schools. There were 39 trans-frontier students in the Islamia College and school, of whom twenty-one were Afridis, four Shinwaris, three Dirwalas, five Swatis and five Chitralis.

In the United Provinces the percentage of trained teachers in the maktabs was negligible and the Director is of opinion that both the proportion and qualifications of the Muslim teachers in primary schools could be increased if larger numbers of suitable Muslim candidates are selected for training. The difficulty of securing trained Muslim teachers was greatly felt in regard to girls' education. Says the Madras report: " As regards girls' schools especially is felt the difficulty of securing trained Mapilla women-teachers; in fact two schools that were sanctioned by Government for Ernad taluk in 1929-30 could not be opened as teachers for work in the interior part of that taluk were not forthcoming ". In the Agencies the lack of trained men among primary schools was most severely felt, as only nine out of thirty-three were certificated. The Director thinks that this deficiency is serious.

(iv) *Education of the Depressed Classes.*—A uniform method of classification has not been adopted in all the provinces and consequently it is difficult to give accurate figures for the total number of the depressed classes under instruction. The majority of the provincial reports, however, use the term " untouchables "—the name under which the outcaste Hindus are generally known—separately from other backward classes like the aborigines and other hill tribes. In Burma there are no " untouchables " and in Assam the figures for depressed classes are not separately given, these being included under Non-Brahmans, a very comprehensive

term. The following table gives the figures for " depressed class " pupils under instruction in seven provinces:—

Province.	Number of pupils on March 31st.		
	1929.	1930.	Increase or decrease.
Madras	324,862	342,400	+17,538
Bombay	61,048	62,179	+1,131
Bengal.	405,643	418,769	+13,126
United Provinces . . .	119,152	122,563	+3,411
Punjab	28,071	33,203	+5,132
Bihar and Orissa . . .	23,562	24,680	+1,118
Central Provinces . . .	43,487	44,859	+1,372
Total .	1,005,825	1,048,653	+ 42,828

In all the seven provinces there has been increase in the number of scholars. This is gratifying, but the percentage increase is less than that noticed for the year 1928-29, it being only 4·25 as against 9·2. A reference to tables IV-A and B and V-A and B of the reports from these provinces shows that, except in Bihar and Orissa, there was a satisfactory increase in the number of scholars reading in the primary and secondary stages, but the pace at which university education has proceeded is not encouraging except in Bengal. In Madras there were 64 students in the arts colleges and none in professional colleges; in Bombay 25 were receiving collegiate instruction; in Bengal 807 in arts and 763 in professional colleges; in the United Provinces 7 in arts and 5 in professional colleges; in the Punjab 2 in arts; in Bihar and Orissa *nil* and in the Central Provinces 19 in arts colleges.

The Hartog Committee opined that " the education of these classes raises a question of great difficulty and importance since their children are, in many places, actually excluded from the ordinary public schools on the ground of caste alone ". It is pleasing therefore to note that the number of pupils who are receiving instruction in publicly-managed schools increased during the year. The United Provinces report that " the tendency was still for an increase of depressed classes children in the ordinary schools "; that the prejudice against them was breaking down to such an extent that " boys of high caste attend depressed class schools where such have reasonably good teachers ", and that if the rate of their progress was not faster than it was, it was due largely to their " poverty and apathy ". Madras, where the caste system is perhaps most rigid, continued to pursue a vigorous policy of removal of the disabilities of the depressed classes. In the course of discussion in the local Legislative Council, the Hon'ble Minister informed members that " orders had been issued to the effect that grants would be withheld from institutions which refused admission to depressed class pupils and that schools from which caste pupils withdrew on account of admission of depressed class pupils had

been ordered to be continued with the depressed class pupils alone ". During the year Government also informed the local boards that the need for the establishment of separate schools was disappearing and that the question of the general abolition of these schools deserved consideration at the hands of the local boards. During the year 133 schools held in *agraharams*, *chavadies*, etc., from which the depressed class children were excluded, were removed to places accessible to them, as against 122 in the previous year. In Bihar and Orissa the question was under consideration whether schools receiving Government assistance should not be prevented from excluding any pupil on the ground of caste, but was dropped for the time. Bombay reports that the old prejudices against untouchability were losing ground day by day. In the Punjab, as the result of a report from an officer specially deputed to enquire into the position of the depressed classes in regard to education, Government issued a resolution in which educational officers were asked to give all possible encouragement to the education of these classes and to remove any disabilities under which they might be labouring on account of local prejudice.

All the provincial reports furnish evidence to show that the urgency of the problem is recognised and that authorities charged with responsibility in the matter have not been slow to take special measures for the expansion of the education of the depressed classes. In Madras liberal concessions were made such as the free supply of clothes, scholarships, stipends for teachers' training, grant of exemption in deserving cases from the payment of examination fees and grants to private bodies to enable them to maintain educational institutions and hostels for the benefit of the depressed class pupils. Bihar and Orissa reports a method of giving an impetus to the education of these pupils adopted by the Gaya Municipality according to which the Municipality decided to give rewards to teachers on the success of boys of the untouchable castes at the annual examination.

(v) *Education of Defectives.*—The following table shows the figures, in so far as they are available, of institutions for the education of the blind and deaf-mutes in India:—

Province.	Number of schools.			Number of pupils.		
	For Deaf-mutes.	For the Blind.	Total.	Deaf-mutes.	Blind.	Total.
Madras	2	4*	6	218	112	376†
Bombay	4	3	7	180	138	318
Bengal	5	1	6	231	80	311
United Provinces	..	1	1	..	11	11‡
Punjab	..	1	2§	..	24	56
Burma	..	2	2	..	49	49
Bihar and Orissa	..	2	2	..	76	76
Central Provinces and Berar	..	..	2	..	..	29
Total	11	14	28	629	490	1,226

* Two of these schools are combined institutions for the Blind and Deaf and Dumb.
† Includes 46 pupils in the Blind, Deaf and Dumb Institute, Madras, which are not classified into blind and deaf-mute pupils.
‡ There is also a Mission school for the Blind at Rajpur, Dehra Dun, statistics of which are not available.
§ Includes an aided school for defectives, exact classification of which is not known.

In Madras, the scholarships granted to four pupils at the central Institute for Defectives, Mysore, were continued during the year. The Deaf and Dumb schools at Mylapur and Palamcottah are taking an active part in the boy-scout and girl-guide movements. In Bombay, every possible effort is made to keep in touch with the pupils after they leave and to secure suitable employment for them. In the Punjab, the question of introducing additional crafts in the school for the Blind, Lahore, is under the consideration of Government.

In addition to the institutions for the blind and deaf-mutes, the Children's House at Kurseong (Bengal) had 20 physically or mentally sub-normal children on its rolls; while the Leper Schools at Bapatla (Madras) and Purulia (Bihar and Orissa) had 9 and 175 pupils respectively.

IX.—Miscellaneous.

(i) *Education in legislative bodies.*—All legislatures in the country, central as well as provincial, showed, during the year under review, their usual keen interest in educational affairs. The Madras Legislative Council concerned itself largely with legislation relating to the Andhra University. It passed two Bills, one of which was an amending Bill authorising Government to contribute a sum of Rs. 27 lakhs to the Andhra University for an endowment fund. The revision of the Primary Education Act was also under consideration. Bombay bestowed attention to the question of the education of young offenders against the law. The Bombay Borstal Schools Act provided for the establishment of Borstal schools in the Presidency to take boys from 16 to 21 years of age and keep them there up to the maximum age of 23. It was intended to give in these Borstal Schools " such industrial training and other instruction as will conduce to their reformation and the prevention of crime ". In Bengal, during the latter part of 1929, Government introduced a Primary Education Bill, which, after passing through several vicissitudes, was withdrawn with a promise that it would be introduced again during the ensuing session. A non-official Bill was introduced to amend the law relating to the University of Calcutta, but it did not make further progress as the member in charge of it subsequently retired from the Council. A resolution was, however, passed by the Council recommending to Government " the urgent necessity of promulgating rules and regulations for making it compulsory in all schools for boys to take lessons in physical training and military drill and in all colleges for students to receive military training ". In the United Provinces Legislative Council a resolution was passed which called for the appointment of a committee to consider how all the boys and girls in the United Provinces could be made literate. Girls' education seems, however, to have interested the members of the Council most and a resolution which was accepted by Government recommended " the establishment of at least one anglo-vernacular middle school for girls in each district ". In the budget discussions, again, cuts were

carried to impress on Government the desirability of furthering girls' education. The Punjab reports that the local Legislative Council continued its keen interest in educational matters and that it adopted in 1929 a resolution recommending the appointment of a committee " to find out ways and means for introducing compulsory primary education throughout the province ". The resolution was accepted by Government and a committee with wide terms of reference was appointed. The number of questions relating to educational matters asked in the Bihar and Orissa Legislative Council was only 213 as against 532 in the previous year. There were no Bills and only one resolution was moved, which was later withdrawn, which recommended that " honours classes in English and Economics should be opened in the Greer Bhumihar Brahman College at Muzaffarpur ". In the Legislative Assembly there was an important debate occasioned by the publication of the Skeen Committee Report. The Committee had invited the attention of the Government of India " to the paramount national importance of reforming the system of education in India with a view to developing in the pupils of the ordinary schools and colleges those characteristics so essential in an Army Officer to which little or no attention is at present paid by them " and a non-official resolution was moved recommending that steps should be taken to ascertain and remove the defective character training of the system. Several amendments were moved and eventually the resolution was adopted in an amended form recommending to the Governor General in Council " to take early steps to examine the present system of education in India with the object of remedying the defective character-training of the sytsem as emphasised and brought to the public notice by the Indian Sandhurst Committee with a view to the removal of these defects in the system for the purpose of providing a steady flow of really first class material for recruitment to the public services including the service of defence ". The Government of India have since forwarded this resolution to the local Governments and Administrations.

(ii) *Boy Scouts and Girl Guides.*—In Madras the scouts of all ranks increased during the year by 517 to 13,517. The movement is spreading rapidly into the villages and there were several village troops in the southern and western districts of the Presidency. " Training camps were conducted in several places and about 400 scout-masters were trained in them." The great scouting event of the year was the International Jamboree held at Birkenhead in England. A provincial contingent was sent which returned with a good deal of valuable scouting experience. A notable fact about the movement in Madras, was that the scouts there had their own magazine, the " South Indian Boy Scout Magazine ", which was widely read and had become a recognised medium of propaganda in scouting. There was a striking increase in the number of girl guides from 2,749 in 1928-29 to 3,901 during the year under review. " Sixteen Blue-bird Flocks were formed in the Corporation schools " and " one Company of Muhammadan guides in the Hobart Training School, Royapetta ". The Association continued to

receive " the usual grant of Rs. 4,000 from Government ", while Raja Sir Annamalai Chettiar generously donated another Rs. 4,000. The Bombay Scouts Association reports that the number of scouts of all ranks was 26,776 during the year 1928-29. The Provincial Scout Secretary writes of a commendable performance, " the effort put forward by local Associations to secure Headquarter buildings in their own areas ". He also notes that Bombay sent the largest contingent of scouts to the International Jamboree at Birkenhead. A grant of Rs. 40,000 was paid to the Association by the Bombay Government. The number of girl guides showed a remarkable increase from 873 to 5,267. Their Association received the annual grant of Rs. 5,000 from the local Government. The scout movement in Bengal was during the year gradually gaining in popularity, but the progress of the girl guides was slow. The Government paid to the Boy Scouts Association a grant of Rs. 6,000. In the United Provinces scouting " was as popular as ever in many cities . . . . . but it is somewhat hampered by political distractions "; and as for girl guides, lack of captains hindered development. Like several other provinces the Punjab also sent a contingent of scouts to the Jamboree at Birkenhead. While in England the scout masters who accompanied the contingent underwent special training at the Boy Scouts' Training Centre at Gilwell Park and qualified for the coveted Wood Badge. The Director of Public Instruction, Punjab, reports that " the girl guide movement is spreading " and that " an excellent beginning has been made in physical training and games for girls ". Bihar and Orissa also took part in the International Jamboree. Burma reports a " marked increase of interest and enthusiasm in scouting ". An all-Burma camp was held at Kokine " to which 800 scouts came from all over the Province ". In the girl guide movement steady progress was observed and guide literature was being translated and a magazine was started. The Director of Public Instruction, Central Provinces, pays a tribute to the scout movement which was exercising " a valuable and healthy influence " on the lives of the boys of that province. In that province the year was one of great activity. Their number showed the highest increase in all India from 20,159 to 28,801. " Cases of fire fighting, rescue from drowning, rendering first aid at motor car accidents, and helping bullock wagons across river beds," are reported among their activities. The progress of girl guides also was satisfactory. The North-West Frontier Province also reports that a contingent consisting of eighteen scouts attended the Jamboree in England. While there, it earned commendation and two scout masters took the Wood Badge course at Gillwell Park, passing also the practical tests. The total strength of the scouts in the province was estimated on the 30th June 1930 at 3,213 of all ranks. The Director says that " up to the present * * scouting has flourished " and referring to the civil disobedience movement hopes that " for the sake of the boys of the Frontier * * * the turbulence of the last three months has done little, if any, damage to this most valuable movement ".

(iii) *Discipline.*—The year under review was a period of severe trial and anxiety to educational authorities in several

provinces. Political events exercised a very disturbing influence on the minds of students and discipline was sorely tried. As the non-co-operation movement in 1921 showed, politics in this country has a fatal fascination for the student population, and when the civil disobedience movement was launched early in 1930, it was found that many of the students began to mistake their proper vocation and indulge in objectionable activities in sympathy with the movement. In Bengal many overt acts of indiscipline were committed, including a " disgraceful demonstration by the students of the town of Rangpur during the visit of H. E. the Governor of Bengal ". In the United Provinces picketing of schools and scenes of disorder were witnessed in many schools. " Special efforts were made to involve the school children in the movement and they were induced to take part in anti-Government demonstrations." The Central Provinces report that the even tenor of school life in urban areas was more than once disturbed by political influences, with the result that, as a divisional Inspector of Schools in the Provinces remarked, even " an experienced school master " could do nothing but " laugh at the discipline and weep for the future of boys " when he saw " classes walking out of the school ". And, as the Director, United Provinces, says, unfortunately school-masters sought in vain for support in the home influence of the boys. All teachers, however, were not loyal. There were some teachers whose attitude gave cause for anxiety. An inspector of schools in the United Provinces reports " that some irresponsible members of district boards spread or encourage the idea of civil disobedience among teachers in schools ". The Central Provinces also report that " the work of the schools in the Raipur District was disturbed on account of the political activities of the teachers ". There was however a silver lining to the cloud. The Director of Public Instruction, Punjab, reports that, thanks to the good sense that prevailed in the community as a whole and to the commendable conduct of the teachers, the schools were able to weather the storm. The North-West Frontier Province was not much affected and the Director hopes that " the recent disturbances will not too seriously mar the current year's record " Bombay reports that the discipline and work of the colleges was " very little disturbed by outside movements ". The Principal, Deccan College, says—" discipline and morale were excellent, and there were no strikes, hartals, or disturbances of any description. I attribute this to the cordial relations existing between the students and the staff, and the efforts which have been made to divert the minds of the undergraduates to the healthier channels of athletics ". The Bihar and Orissa reports that colleges were less disturbed than schools. From the Central Provinces comes good news that " the general tone and discipline of the colleges are reported to have been on the whole satisfactory ".

(iv) *Libraries.*—During the year the library movement made satisfactory progress. Madras evinced great interest in the spread of public libraries. Provincial grants aggregating to nearly Rs. 50,000 were paid to them, of which the share of village panchayats was Rs. 24,940. The Madras Library Association also

did useful work by the publication of vernacular books suitable to village libraries. In certain districts of the United Provinces the scheme of circulating libraries was in operation. The books issued in four of these districts numbered 8,114, 15,551, 8,121, and 42,080 as against 4,352, 19,878, 990 and 28,164 in 1928-29. The libraries were increasing in popularity and the Director says that the demand out-numbered the supply. The Punjab reports that " as villagers become accustomed to the idea of village libraries, they are making increasing use of them ", and that, even though illiterate, the peasants were collected at the library to listen to the reading of useful literature. Assam was in need of money and the allotments made were not sufficient. In the Central Provinces village libraries, which were started in connexion with district council vernacular middle schools with the help of Government grant, were doing, on the whole, useful work. A grant of Rs. 1,855 was distributed among the 22 district councils for the maintenance of these libraries in the Nerbudda Circle. The Director says that local bodies did not seem to be keen on much expenditure in this direction and thinks that more organisation and systematic registration were required for the success of the scheme.

APPENDIX.

BRITISH INDIA.

General Educational Tables, 1929-30.

INDEX.

	Pages.
General Summary of Educational Institutions and Scholars	54
General Summary of Expenditure on Education	55
Explanations	56
I. Classification of Educational Institutions	57
II-A. Distribution of Scholars attending Educational Institutions for Males	58—59
II-B. Distribution of Scholars attending Educational Institutions for Females	60—61
III-A. Expenditure on Education for Males	62—64
III-B. Expenditure on Education for Females	65—67
IV-A. Race or Creed of Male Scholars receiving General Education	68
IV-B. Race or creed of Female Scholars receiving General Education	69
V-A. Race or Creed of Male Scholars receiving Vocational and Special Education	70
V-B. Race or Creed of Female Scholars receiving Vocational and Special Education	71
VI-A. Men Teachers	72
VI-B. Women Teachers	73
VII. European Education	74
VIII. Examination Results	75—76

General Summary of Educational Institutions and Scholars.

			Percentage of Scholars to population.			
			Recognised Institutions.		All Institutions.	
			1930.	1929.	1930.	1929.
Area in square miles . .	1,091,359					
Population—						
Males	127,043,304	Males	7·67	7·49	8·07	7·89
Females . . .	120,287,109	Females . . .	1·79	1·69	1·88	1·78
Total .	247,330,413	Total .	4·81	4·67	5·06	4·92

Recognised Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1930.	1929.	Increase or decrease.	1930.	1929.	Increase or decrease.	
	1	2	3	4	5	6	7
Universities . . .	16	16	...	(e)9,027	8,078	+949	...
For Males.							
Arts Colleges . . .	222	223	—1	68,968	67,163	+1,805	(a)21,999 (b)44,416 (c) 1,801
Professional Colleges .	64	64	...	17,412	17,425	—13	(a)13,083 (b) 2,434
High Schools . . .	2,642	2,556	+86	850,283	809,564	+40,719	(c) 636,286 (d)213,997
Middle Schools. .	9,429	9,010	+419	1,216,982	1,142,929	+74,053	(c)399,731 (d)817,251
Primary Schools . .	172,686	171,387	+1,299	8,030,772	7,880,813	+149,959	(d)*8,030,772
Special Schools. . .	8,863	8,501	+62	315,917	313,032	+2,885	...
Totals .	193,906	192,041	+1,865	10,500,334	10,230,926	+269,408	...
For Females.							
Arts Colleges . . .	19	19	...	1,519	1,364	+155	(a)347 (b)824 (c) †348
Professional Colleges .	8	7	+1	240	227	+13	(a)161 (b) 70
High Schools . . .	302	278	+24	72,597	63,604	+8,993	(c)35,422 (d)37,175
Middle Schools. . .	779	743	+36	106,346	95,879	+10,467	(c)16,957 (d)89,389
Primary Schools . .	31,408	30,303	+1,105	1,193,312	1,133,043	+60,269	(d)§1,193,312
Special Schools . .	304	389	+5	15,227	14,641	+586	...
Totals .	32,910	31,739	+1,171	1,389,241	1,308,758	+80,483	...
Unrecognised Institution .							
For Males . . .	30,419	30,792	—373	537,928	541,470	—3,542	...
For Females . .	3,695	3,430	+265	78,596	76,872	+1,724	...
Totals .	34,114	34,222	—108	616,524	618,342	—1,818	...
Grand Totals .	260,946	258,018	+2,928	12,515,126	12,166,104	+349,022	...

(a) In Graduate and post-graduate classes.
(b) In Intermediate classes.
(c) In Secondary stage.
(d) In Primary stage.
(e) Includes 324 scholars of professional colleges in Burma and 105 Law scholars in Delhi.

* Includes 51 scholars in secondary stage in Bihar and Orissa, and Assam.
† Includes 198 scholars in primary stage in Bangalore.
§ Includes 19 scholars in secondary stage in Assam.

NOTE 1.—There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

NOTE 2.—Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1930.	1929.	Increase or decrease.	Govt. funds.	* Local funds.	Fees.	Other sources.	Govt. funds.	* Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and Inspection	1,15,56,952	1,11,55,007	+4,01,945	93·5	6·2	...	0·3	...	...	...	...	...
Universities	1,19,52,653	1,43,29,539	—23,76,886	50·5	...	36·3	13·2	...	...	...	...	...
Boards of Secondary and Intermediate Education.	3,48,425	3,17,351	+31,074	25·7	...	74·3	...	...	...	...	...	...
†Miscellaneous	4,72,42,078	4,95,57,611	—23,15,533	45·9	13·8	15·5	24·8	...	...	...	...	...
Totals	7,11,00,108	7,53,59,508	—42,59,400	54·3	10·2	16·7	18·8	...	...	...	..	...
Institutions for Males.												
Arts Colleges	1,40,17,145	1,36,22,921	+3,94,224	42·4	0·5	43·8	13·3	87 9 5	0 15 6	90 5 7	27 8 10	206 7 4
Professional Colleges	78,31,458	77,61,172	+70,286	72·1	2·3	22·5	3·1	316 9 9	10 1 10	98 10 2	13 9 7	438 15 4
High Schools	4,62,89,296	4,42,01,804	+20,87,492	31·5	3·8	51·2	13·5	16 6 10	1 15 10	26 10 8	7 0 7	52 1 6
Middle Schools	2,37,96,310	2,26,94,909	+11,01,401	38·7	24·0	27·1	10·2	7 9 1	4 10 11	5 4 10	2 0 0	19 8 10
Primary Schools	6,69,74,147	6,50,84,476	+18,89,671	50·8	32·2	8·0	9·0	4 3 10	2 10 11	0 10 7	0 12 1	8 5 5
Special Schools	1,78,29,714	1,73,51,557	+4,78,157	66·4	4·9	10·5	18·2	37 7 4	2 11 10	5 15 4	10 4 6	56 7 0
Totals	17,67,38,070	17,07,16,839	+60,21,231	46·1	17·0	25·5	11·4	7 12 1	2 13 9	4 4 8	1 14 7	16 13 1
Institutions for Females.												
Arts Colleges	5,32,772	5,27,801	+4,971	62·6	0·3	18·5	18·6	261 13 8	1 4 8	77 10 2	77 10 5	418 6 11
Professional Colleges	3,17,314	2,74,779	+42,535	82·4	...	10·2	7·4	1,089 4 8	...	134 13 0	98 0 7	1,322 2 3
High Schools	67,63,501	61,20,655	+6,42,846	43·2	1·9	33·6	21·3	39 9 6	1 12 0	30 13 1	19 9 5	91 12 0
Middle Schools	38,86,027	37,14,921	+1,71,106	39·6	14·4	15·1	30·9	14 7 9	5 4 1	5 8 1	11 4 9	36 8 8
Primary Schools	1,21,93,271	1,14,89,963	+7,03,308	45·1	36·2	3·2	15·5	4 9 9	3 11 2	0 5 3	1 9 4	10 3 6
Special Schools	27,50,955	25,34,875	+2,16,080	66·7	2·5	4·5	26·3	120 9 1	4 7 6	8 1 1	47 8 11	180 10 7
Totals	2,64,43,840	2,46,62,994	+17,80,846	46·9	19·5	13·2	20·4	8 15 0	3 11 6	2 8 2	3 13 11	19 0 7
GRAND TOTALS	27,42,82,018	27,07,39,341	+35,42,677	48·3	15·5	22·0	14·2	11 2 3	3 9 1	5 1 4	3 4 2	23 0 10

N.B.—For explanation of certain terms used in the tables please see overleaf.

* Include both District Board and Municipal Funds.

† Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the space left blank below X and numbered for the purposes of this tables XI and XII.

6. *Intermediate colleges and examinations.*—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table IX is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

—	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	...	...	...	16	...	16	...	...	...	...	...	...
Boards of Secondary and Intermediate Education	4	...	...	2	...	6	...	...	...	...	...	...
Colleges—												
Arts and Science*	32	1	...	82	14	129	3	...	..	6	1	10
Law	4	...	...	3	7	14	..	...	...	.	...	...
Medicine	7	...	1	1	...	9	...		...	1	..	1
Education	15	...	...	..	...	15	2	..		3	2	7
Engineering	6	...	...	1	...	7	...		...	...	...	...
Agriculture	7	...	...	...	1	8	...	...	...	...		...
Commerce	1	...	...	4	1	6	...	...	...	...	...	...
Forestry	2	...	...	...	...	2	...	...	...	..	...	...
Veterinary Science	3	...	...	...	...	3	...	...	...	...	...	...
Intermediate and 2nd grade Colleges.	29	...	1	49	14	93	2	...	...	7	...	9
TOTALS	106	1	2	140	37	286	7	...	...	17	3	27
High Schools	329	148	99	1,505	561	2,642	44	2	1	244	11	302
Middle Schools { English	102	466	145	2,191	759	3,663	25	1	13	277	22	348
Middle Schools { Vernacular	53	4,548	86	1,069	10	5,766	91	42	73	249	6	461
Primary Schools	3,165	57,232	4,505	97,406	10,378	172,686	386	6,416	1,638	19, 14	3,754	31,408
TOTALS	3,649	62,394	4,835	102,171	11,708	184,757	546	6,461	1,725	49,964	3,793	32,489
Special Schools:—												
Art	6	1	1	6	2	16	...	...	.	...	...	...
Law	2	...	...	.	...	2		...	...	...	...	...
Medical	19	...	...	4	8	31	2	...	...	2	...	4
Normal and Training.	417	63	12	41	6	544	127	1	3	83	4	218
Engineering †	9	...	...	1	1	11	...	...	...	...	...	...
Technical and Industrial.	135	23	7	230	16	411	4	...	...	77	5	86
Commercial	18	...	1	23	90	132	...	...	...	6	..	6
Agricultural	10	1	1	3	...	15	...	...	...	1	...	1
Reformatory	10	...	...	3	...	13	...	...	...	...	...	...
Schools for Defectives.	1	..	1	25	...	27	...	...	...	4	...	4
Schools for Adults	24	1,720	191	1,542	580	4,057	...	4	...	14	...	18
Other Schools	88	26	10	2,742	738	3,604	28	2	...	2	1	57
TOTALS	739	1,839	224	4,620	1,441	8,863	161	7	3	213	10	394
TOTALS FOR RECOGNISED INSTITUTIONS.	4,498	64,234	5,061	106, 949	13,186	193,928	714	6,468	1,728	20,194	3,806	32,910
UNRECOGNISED INSTITUTIONS	...	83	12	76	30,248	30,419	...	10	14	21	3,650	3,695
GRAND TOTALS, ALL INSTITUTIONS.	4,498	64,317	5,073	107,025	43,434	224,347	714	6,478	1,742	20,215	7,456	36,605

* Includes 3 *Oriental Colleges.*
† Includes *Survey* Schools

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education. (a)									
Arts and Science (b) & (c).	18,730	16,319	5,594	63	60	62	96	92	46
Law	1,687	1,287	144	...	...	...	...	...	...
Medicine . . .	2,449	2,394	971	..	...	...	243	210	94
Education . .	1,113	1,055	872	...	...	...	...	...	...
Engineering . .	1,417	1,311	920	...	...	...	...	...	...
Agriculture . . .	927	824	847	...	...	..	...	...	...
Commerce . .	324	282	61	...	...	...	...	...	...
Forestry . . .	80	78	80	...	...	...	...	...	...
Veterinary Science .	464	410	384	..	...	...	...	...	...
TOTALS .	27,191	23,960	9,873	63	60	62	339	302	140
School and Special Education.									
In High Schools .	112,907	101,017	13,761	46,652	41,920	1,942	36,691	33,087	806
In Middle { English	16,092	14,514	1,431	63,095	51,086	2,720	25,674	22,670	696
Schools { Vernacular	6,938	5,734	835	646,680	528,665	32,600	15,690	13,125	419
In Primary Schools .	129,345	97,877	586	3,311,666	2,501,680	1,140	568,543	438,946	99
TOTALS .	265,282	219,142	16,613	4,068,093	3,123,351	38,402	646 598	507,828	2,020
In Art Schools . .	1,574	1,334	183	31	27	...	333	274	...
In Law ,, .	159	105	...	...	...	...	...	...	...
In Medical Schools	4,389	3,935	1,416	...	.	...	...	..	...
In Normal and Training Schools.	22,161	20,310	14,174	791	769	588	140	131	30
In Engineering Schools.*	1,959	1,832	943	...	...	...	...	...	...
In Technical and Industrial Schools.	10,569	7,452	1,446	979	819	106	313	232	31
In Commercial Schools	1,263	1,102	109	...	...	...	3	3	...
In Agricultural Schools.	370	324	291	14	14	..	36	30	...
In Reformatory Schools.	2,045	1,857	1,693	...	...	..	...	...	...
In Schools for Defectives.	24	22	20	...	..	...	32	22	29
In Schools for Adults	652	486	...	40,293	33,431	...	5,013	3,544	...
In Other Schools .	6,906	5,809	1,683	938	679	113	445	312	...
TOTALS .	52,071	44,568	21,958	43,046	35,739	807	6,315	4,548	90
Totals for Recognised Institutions.	344,544	287,670	48,444	4,111,202	3,159,150	39,271	653,252	512,678	2,250
In Unrecognised Institutions.	...	.	.	4,058	2,624	...	722	542	..
Grand Totals, all Institutions for Males.	344,544	287,670	48,444	4,115,260	3,161,774	39,271	653,974	513,220	2,250

(a) Scholars reading more than one of the following subjects
(b) Includes 388 scholars also reading *Law*, and 66 students of
(c) Includes 785 scholars in *Oriental* Colleges, and 342
*Includes *Survey* Schools,

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
47,398	40,977	16,472	11,279	9,685	2,718	77,566	67,133	24,892	1,183
3,650	3,536	851	2,089	1,671	552	7,426	6,494	1,547	14
1,070	1,105	540	...	...	...	3,762	3,709	1,605	151
132	115	94	...	...	...	1,245	1,170	966	80
714	628	489	...	..	...	2,131	1,939	1,409	...
...	...	...	18	16	18	945	840	865	1
1,027	858	382	415	324	...	1,766	1,464	443	3
22	22	...	...	...	...	102	100	80	...
...	...	...	...	...	...	464	410	384	...
54,013	47,241	18,628	13,801	11,696	3,288	95,407	83,259	32,191	1,382
504,148	434,704	40,433	149,885	117,611	6,143	850,283	725,339	63,085	13,133
248,153	203,139	12,247	71,994	55,964	1,539	425,008	347,373	18,633	7,388
121,842	120,015	11,565	824	683	150	791,974	668,222	45,569	52,004
3,716,614	3,048,832	12,194	304,604	239,425	1,743	8,030,772	6,321,760	15,762	740,064
4,590,757	3,801,690	76,439	527,307	413,688	9,575	10,098,037	8,065,694	143,049	812,589
395	299	...	63	33	...	2,396	1,967	183	63
...	...	...	...	...	...	159	105	...	...
776	719	94	1,212	1,066	284	6,377	5,720	1,794	124
2,687	2,305	1,263	97	94	52	25,876	23,609	16,112	184
77	68	...	182	165	...	2,218	2,035	943	...
10,792	8,493	2,913	690	554	...	23,343	17,550	4,496	374
2,293	1,945	67	3,652	2,524	6	7,210	5,874	182	238
114	95	23	...	...	...	534	463	314	...
522	515	522	...	...	...	2,567	2,372	2,215	...
982	762	732	...	...	...	1,038	806	781	188
41,363	31,748	30	14,122	11,010	...	101,443	80,219	30	536
104,649	86,321	1,691	29,818	22,999	448	142,756	116,120	3,935	1,611
164,649	133,270	7,340	49,836	38,745	790	315,917	256,870	30,985	3,313
4,809,419	3,982,201	102,607	590,944	464,124	13,653	10,509,361	8,405,823	206,225	817,28
3,056	2,406	...	530,092	355,849	278	537,928	360,921	278	36,977
4,812,475	3,984,607	102,607	1,121,036	819,473	13,931	11,047,289	8,766,744	206,503	853,361

should be entered under only one head.
Rav nshaw College in Bihar and Orissa reading Law only.
Scholars in the Oriental departments of Lucknow and Benares Universities.

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION. (a)									
Arts and Science (b)	527	465	296	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	57	55	49	...	...	...	...	...	...
TOTALS	584	520	345	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	14,442	11,889	1,316	337	376	...	188	188	10
,, Middle Schools { English	3,467	2,679	193	110	87	...	1,722	1,337	...
,, Middle Schools { Vernacular	13,196	9,467	119	3,642	2,630	94	11,359	9,076	14
,, Primary Schools	27,454	19,667	13	288,886	212,566	...	175,047	125,011	...
TOTALS	58,559	43,702	1,581	292,975	215,639	94	188,316	135,612	24
In Medical Schools	148	145	128	...	...	...	...	...	...
,, Normal and Training Schools.	3,452	3,279	2,178	69	47	69	37	36	...
,, Technical and Industrial Schools.	442	359	7	...	...	...	...	...	...
,, Commercial Schools.	...	...	...	...	...	...	...	...	...
,, Agricultural Schools.	...	...	...	...	...	...	...	...	...
,, Schools for Adults	...	...	...	88	81	...	...	...	...
,, Other Schools	713	572	...	30	40	12	...	...	...
TOTALS	4,755	4,355	2,313	187	168	81	37	36	...
TOTALS FOR RECOGNISED INSTITUTIONS.	63,898	48,577	4,239	293,162	215,807	175	188,353	135,648	24
IN UNRECOGNISED INSTITUTIONS.	...	...	...	351	171	...	696	461	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES	63,898	48,577	4,239	293,513	215,978	175	189,049	136,109	24
GRAND TOTALS, ALL INSTITUTIONS— MALES AND FEMALES.	408,442	336,247	52,083	4,408,773	3,377,752	39,446	843,023	649,329	2,274

(a) Scholars reading more than one of the following subjects should be entered under only one head.
(b) Includes *nil* scholars in *Oriental Colleges.*

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
942	831	481	50	50	23	1,519	1,346	800	...
84	84	84	...	...	...	84	84	84	...
77	74	73	22	22	7	156	151	129	...
1,103	989	638	72	72	30	1,759	1,581	1,013	..
55,698	48,121	13,036	1,882	1,520	358	72,597	62,074	14,720	6,125
34,477	29,112	5,596	2,121	1,783	692	41,897	34,998	6,421	5,051
35,601	29,935	3,965	651	451	111	64,449	51,559	4,363	3,265
614,387	491,472	8,078	87,588	67,824	1,170	1,193,312	916,540	9,261	41,970
740,163	598,640	30,675	92,242	71,578	2,331	1,372,255	1,065,171	(a)34,718	56,411
308	303	304	...	...	...	456	448	432	
2,584	2,549	1,806	62	63	32	6,204	5,974	4,085	6
4,047	3,436	1,438	286	230	15	4,775	4,025	1,460	91
199	160	6	...	...	...	199	160	6	
50	34	...	...	...	...	50	34	...	..
974	624	73	...	...	...	1,062	705	73	...
1,714	1,469	406	24	20	...	2,481	2,101	418	...
9,876	8,575	4,063	372	313	47	15,227	13,447	6,474	261
751,142	608,204	35,346	93,686	71,963	2,408	1,389,241	1,080,199	(a 42,205	56,672
2,070	1,444	...	75,479	45,559	10	178,596	47,635	10	6,314
753,212	609,648	35,346	166,165	117,522	2,418	1,467,837	1,127,834	(a)42,215	62,986
5,565,687	4,594,255	137,953	1,289,201	936,995	16,349	12,515,126	9,894,578	(a)218,718	..

(a) Includes 13 boarders attending the Provincial Hostel, Peshawar (students of the Anglo-Vernacular Secondary Schools at Peshawar) not shown in details.
(b) Includes 19 scholars of schools for Defectives.

III-A.—Expenditure on Education for Males.

Expenditure on buildings includes Rs. 48,39,596 spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	65,305	..	..	2,28,915	..	2,94,220	..	..	..	..	..	..
Arts Colleges	33,56,843	..	1,080	13,85,404	1,91,577	49,34,904	..	..	..	..	12,630	12,630
Professional Colleges—												
Law	23,136	..	..	1,69,097	1,760	1,93,993	..	..	..	..	..	..
Medicine	18,65,071	..	..	4,14,258	35,648	23,14,977	..	..	1,71,095	50,732	..	2,22,727
Education	9,45,126	1,468	500	1,44,988	8,508	11,00,650	..	..	..	..	..	..
Engineering	12,65,165	..	..	1,75,657	98,277	15,39,099	..	..	..	..	..	..
Agriculture	7,58,528	..	..	63,339	822	8,22,189	..	..	..	..	..	..
Commerce	16,152	..	..	46,249	19,299	81,700	..	..	..	..	..	..
Forestry	1,95,811	..	..	45,000	1,908	2,42,719	..	..	..	..	..	..
Veterinary Science	4,47,726	..	..	36,964	..	4,84,690	..	..	..	..	..	..
Intermediate Colleges	11,11,894	..	..	4,57,918	9,652	15,79,464	2,500	..	13,483	7,972	526	24,481
Totals	1,00,50,757	1,468	1,640	31,67,789	3,66,951	1,35,88,605	2,500	..	1,85,478	58,704	13,156	2,59,838
School Education.												
General.												
High Schools	62,05,678	1,809	10,702	31,17,048	32,529	93,67,757	8,80,270	7,97,298	4,08,329	19,36,712	76,994	40,99,603
Middle Schools—												
English	7,14,287	6,600	..	2,76,587	2,083	9,99,557	7,01,032	5,60,463	2,69,085	9,41,084	48,030	25,10,094
Vernacular	1,97,772	..	..	6,933	15	2,04,720	58,44,107	23,29,951	2,45,956	10,35,565	60,370	95,15,949
Primary Schools	14,02,888	17,612	8,084	9,309	1,715	14,39,608	2,45,61,814	91,03,996	61,14,449	11,13,808	6,76,024	4,15,70,091
Totals	85,20,625	26,012	18,786	34,09,877	36,342	1,20,11,642	3,19,87,223	1,27,91,708	70,28,819	50,27,169	8,61,418	5,76,96,337
Special.												
Arts Schools	3,54,415	..	..	33,975	444	3,88,834	1,559	6,847	975	116	2,131	11,628
Law Schools	..	..	..	9,678	..	9,678	..	..	..	..	..	..
Medical Schools	12,40,666	950	..	2,46,850	24,680	15,13,146	..	..	..	..	..	..
Normal and Training Schools.	40,18,386	34,600	7,741	13,070	11,649	40,85,446	1,33,341	83,531	26,062	302	72	2,43,308
Engineering Schools*	6,35,057	..	..	96,685	6,736	7,38,478	..	..	..	..	..	..
Technical and Industrial Schools	20,66,551	14,950	300	28,820	98,988	22,09,609	50,778	85,905	22,222	6,993	17,044	1,82,942
Commercial Schools	1,05,696	..	..	67,744	1,673	1,75,113	..	..	218	..	..	218
Agricultural Schools	1,30,506	..	..	1,170	2,177	1,33,853	10,800	..	27	..	..	10,82
Reformatory Schools	4,51,137	..	..	553	9,998	4,61,688	..	..	..	..	..	..
Schools for Defectives.	6,374	..	..	..	..	6,374	..	..	8,175	..	..	8,175
Schools for Adults	1,311	..	..	..	232	1,543	77,021	29,826	24,264	..	156	1,31,267
Other Schools	7,38,313	2,312		1,00,632	8,204	8,49,461	37,057	27,948	21,175	62,631	64,882	2,13,603
Totals	97,18,412	52,812	8,041	5,99,177	1,64,781	1,05,73,223	3,10,556	2,34,057	1,03,118	70,042	84,285	8,02,058
Grand Totals	2,83,19,794	80,292	28,467	71,76,843	5,68,074	3,61,73,470	3,23,00,279	1,30,25,765	73,17,415	51,56,915	9,58,859	5,87,58,233

* Include *Survey* Schools.

III-A.—Expenditure on Education for Males—*contd.*

	Aided Institutions.						Recognised unaided institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Universities	60,42,504	..	..	43,34,129	15,76,020	1,19,52,653	..	..	..
Boards of Secondary and Intermediate Education	21,253	..	..	29,952	..	54,205	..	..	..
Arts Colleges	17,41,142	19,975	28,451	33,79,996	12,45,994	64,15,558	9,26,801	1,45,981	10,72,782
Professional Colleges —									
Law	..	..	..	2,48,016	..	2,48,016	1,72,592	..	1,72,592
Medicine	24,500	..	..	1,16,246	..	1,40,746	..	..	..
Education	..	..	..	..	..	..	..	..	..
Engineering	32,900	..	6,400	22,780	30,000	92,080	..	..	..
Agriculture	..	..	..	..	..	..	5,169	21,23	26,407
Commerce	74,540	..	..	25,785	25,696	1,26,021	22,902	..	22,902
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	5,65,986	220	7,345	6,95,725	3,97,225	16,66,501	1,54,168	1,53,582	3,07,750
Totals	85,05,825	20,195	42,196	88,52,579	32,74,935	2,06,95,730	12,81,632	3,20,801	16,02,433
School Education.									
General.									
High Schools	68,80,903	1,82,014	2,89,889	1,36,19,899	47,66,520	2,57,39,225	39,78,011	11,07,775	50,85,786
Middle Schools—									
English	16,72,502	4,75,731	84,995	33,66,418	16,99,646	72,98,292	7,74,800	5,17,431	12,92,231
Vernacular	81,261	13,21,230	4,14,741	54,072	91,915	19,63,222	2,215	14,430	16,645
Primary Schools	80,79,127	50,89,306	12,18,667	38,43,759	48,85,736	2,31,16,895	3,61,777	4,85,776	8,47,553
Totals	1,67,14,096	70,68,281	20,08,292	2,08,78,148	1,14,43,817	5,81,12,634	51,16,803	21,25,412	72,42,215
Special.									
Arts Schools	21,580	480	5,000	5,019	20,819	52,898	236	1,706	1,942
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	6,000	6,400	53,768	66,044	66,204	1,98,416	56,257	26,699	82,956
Normal and Training Schools	3,69,382	1,506	96	3,705	1,25,368	5,00,057	3,449	10,006	13,455
Engineering Schools*	2,000	375	..	1,937	2,690	7,002	29,450	..	29,450
Technical and Industrial Schools	5,75,598	1,25,994	45,059	1,31,958	13,34,590	22,13,199	5,297	12,648	17,945
Commercial Schools	17,094	..	1,688	48,421	39,461	1,06,664	1,98,073	31,410	2,29,483
Agricultural Schools	2,170	720	1,500	..	2,316	6,706	..	..	..
Reformatory Schools	87,132	..	1,772	2,234	30,912	1,22,050	..	..	..
Schools for Defectives	65,302	7,894	16,721	9,306	1,10,437	2,09,160	..	..	..
Schools for Adults	77,934	20,282	9,124	31,695	62,064	2,01,099	2,652	11,349	14,001
Other Schools	5,50,978	1,25,696	44,484	4,69,420	7,90,417	19,80,995	1,47,531	3,19,424	4,66,955
Totals	17,75,170	2,88,847	1,79,212	7,69,739	25,85,278	55,98,246	4,42,945	4,13,242	8,56,187
GRAND TOTALS	2,69,95,091	73,77,323	22,29,700	3,05,00,466	1,73,04,030	8,44,06,610	68,41,380	28,59,455	97,00,835

*Include *Survey* Schools.

III-A.—Expenditure on Education for Males—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	17,67,218	53	13,123	..	13	17,80,407
Inspection	81,66,937	3,99,048	2,30,882	..	24,596	88,50,513
Buildings, etc.	1,21,54,048	31,36,798	11,26,404	3,29,040	42,06,747	2,09,53,037
Miscellaneous	67,65,745	14,23,969	3,72,500	48,42,590	45,29,023	1,79,33,827
Totals	2,88,53,998	49,59,868	17,51,909	51,71,630	87,60,379	4,94,97,784
University and Intermediate Education.						
Universities	60,42,504	..	..	43,34,129	15,76,020	1,19,52,653
Board of Secondary and Intermediate Education	89,558	..	..	2,58,867	..	3,48,425
Arts Colleges	51,10,788	19,975	29,531	56,92,201	15,83,379	1,24,35,874
Professional Colleges						
Law	23,136	..	..	5,84,705	1,760	6,14,601
Medicine	18,89,571	..	1,71,995	5,81,2 6	35,648	26,78,450
Education	9,45,126	1,468	560	1,44,988	8,508	11,00,650
Engineering	12,98,065	..	6,400	1,98,387	1,28,277	16,31,129
Agriculture	7,58,523	..	..	68,508	21,560	8,48,596
Commerce	90,692	..	..	94,936	44,995	2,30,623
Forestry	1,05,811	..	..	45,000	1,908	2,42,719
Veterinary Science	4,47,726	..	..	36,064	..	4,81,800
Intermediate Colleges	16,82,934	220	25,328	18,15,783	5,53,931	35,78,196
Totals	1,85,74,439	21,663	2,33,814	1,33,60,704	39,55,986	3,61,46,606
School Education.						
General.						
High Schools	1,39,67,321	9,81,472	7,08,920	2,26,51,670	59,82,988	4,42,92,371
Middle Schools—						
English	30 87,821	10,42,794	3,45,080	53,52,889	22,67,190	1,20,95,774
Vernacular	61,21,148	36,51,181	6,60,697	10,98,785	1,6 ,730	1,17,00,536
Primary Schools	3,40,44,129	1,42,10,914	73,41,200	53,28,653	60,49,251	6,69,74,147
Totals	5,72,22,414	1,98,86,361	90,55,897	3,44,31,997	1,44,66,159	13,50,62,828
Special.						
Arts Schools	3,77,554	7,327	5,975	39,346	25,100	4,55,302
Law Schools	..	..	..	9,678	..	9,678
Medical Schools	12,46,666	7,350	53,768	3,69,151	1,17,583	17,94,518
Normal and Training Schools	45,21,109	1,19,637	33, 99	20,528	1,47,095	48,42,266
Engineering Schools*	6,37,057	375	..	1,28,072	9,126	7,74,930
Technical and Industrial Schools	26,92,927	2,26,849	67,531	1,73,063	14,63,2 0	46,23,695
Commercial Schools	1,22,790	..	1,906	3,14,238	72,544	5,11,478
Agricultural Schools	1,48,476	720	1,527	1,170	4,493	1,51,386
Reformatory Schools	5,38,269	..	1,772	2,787	40,910	5,83,738
Schools for Defectives	71,676	7,394	24,896	9,306	1,10,437	2,23,709
Schools for Adults	1,56,266	50,108	33,388	31,347	73,801	3,47,910
Other Schools	13,26,318	1,55,956	65,659	7,80,214	11,82,927	35,11,104
Totals	1,18,34,138	5,75,716	2,90,371	18,81,903	32,47,586	1,78,29,714
GRAND TOTALS	11,64,84,989	2,54,43,608	1,13,31,991	5,48,46,234	3,04,30,110	23,85,36,932

*Include *Survey* Schools.

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 5,23,813 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items :—

Scholarships, Hostel charges and other Contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	2,14,819	..	..	33,231	567	2,48,617	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	38,190	..	..	627	3,184	42,001	..	..	..	..	..	..
Intermediate Colleges	23,780	..	..	3,481	..	27,261	..	..	..	..	..	..
Totals	2,76,789	..	..	37,339	3,751	3,17,879	..	..	..	..	..	..
School Education.												
General.												
High Schools	9,05,492	..	8,808	1,63,681	7,143	10,85,124	10,360	7,706	10,542	2,712	1,755	33,075
Middle Schools—												
English	1,79,209	..	..	16,158	707	1,96,074	18,137	3,004	54,402	9,613	283	85,389
Vernacular	2,47,132	..	..	4,042	..	2, 1,174	61,820	33,035	1,92,138	2,742	105	2,90 790
Primary Schools	4,11,742	2,351	2,606	1,562	1,745	4,20,006	33,80,746	10,25,905	23,86,507	13,002	51,255	68,57,415
Totals	17,43,575	2,351	11,414	1,85,443	9,595	19,52,378	34,71,063	10,70,550	26,43,589	28,119	53,348	72,66,669
Special.												
Medical Schools	1,08,416	..	..	592	..	1,09,008	..	..	..	..	..	..
Normal and Training Schools.	10,00,544	2,130	2,604	1,318	3,965	10,10,556	2,432	11,284	9,056	5	1,924	24,651
Technical and Industrial Schools.	50,970	..	..	..	..	50,970	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	216	..	..	..	..	216
Other Schools	15,343	..	..	34	3,030	18,407	202	3,268	..	..	49	3,519
Totals	11,75,273	2,130	2,604	1,939	6,995	11,88,941	2,850	14 502	9,056	5	1,973	28,386
GRAND TOTALS FOR FEMALES.	31,95,637	4,481	14,018	2,24,721	20,341	34,59,198	34,73,913	10,85,052	26,52,645	28,124	55,321	72,95 055
GRAND TOTALS FOR MALES.	2,83,19,794	80,292	28,467	71,76,843	5,68,074	3,61,73,470	3,23,00,279	1,30,25,765	73,17,415	51,55,915	9,58,859	5,87,58 238
GRAND TOTALS FOR ALL.	3,15,15,431	84,773	42,485	74,01,564	5,88,415	3,96,52,668	3,57,74,192	1,41,10,817	99,70,060	51,84,039	10,14,180	6,60 53,288

III-B.—Expenditure on Education for Females—*contd.*

	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	63,435	..	..	33,582	69,395	1,66,412	9,850	1,000	10,850
Professional Colleges—									
Medicine	1,86,250	..	..	25,509	..	2,11,759	..	..	..
Education	33,990	..	..	5,715	15,497	58,202	504	4,848	5,352
Intermediate Colleges	94,722	..	1,961	37,786	47,987	1,82,456	..	..	..
Totals	3,81,397	..	1,961	1,02,592	1,32,879	6,18,829	10,354	5,848	16,202
School Education.									
General.									
High Schools	19,58,517	7,132	92,885	20,29,908	13,37,311	54,25,753	40,877	75,848	1,16,725
Middle Schools—									
English	8,14,732	12,025	73,890	5,14,437	8,01,685	22,16,769	7,609	48,579	56,188
Vernacular	2,10,565	70,954	1,18,321	30,605	3,40,837	7,80,282	..	9,361	9,361
Primary Schools	17,10,761	6,30,000	3,62,654	3.58,938	16,89,655	47,52,008	16,280	1,47,562	1,63,842
Totals	47,03,575	7,20,111	6,47,750	29,33,888	41,69,488	1,31,74,812	64,766	2,81,350	3,46,116
Special.									
Medical Schools	95,206	12,215	6,457	42,559	1,02,602	2,59,039	..	..	..
Normal and Training Schools	4,23,792	..	5,308	27,044	2,36,143	6,92,287	1,309	9,247	10,556
Technical and Industrial Schools	86,212	542	10,531	13,110	2,84,709	3,95,104	682	1,586	2,268
Commercial Schools	9,769	..	..	16,399	2,954	29,122	..	..	..
Agricultural Schools	360	..	..	..	..	360	..	..	..
Schools for Adults	11,210	..	400	4,850	23,140	39,600	..	..	..
Other schools	31,196	1,359	2,950	14,971	54,732	1,05,208	..	84	84
Totals	6,57,745	14,116	25,646	1,18,933	7,04,280	15,20,720	1,991	10,917	12,908
Grand Totals for Females	57,42,717	7,34,227	6,75,357	31,55,413	50,06,647	1,53,14,361	77,111	2,98,115	3,75,226
Grand Totals for Males.	2,69,95,091	73,77,323	22,29,760	3,05,00,466	1,73,04,030	8,44,06,610	68,41,380	28,59,455	97,00,835
Grand Totals for All	3,27,37,808	81,11,550	29,05,057	3,36,55,879	2,23,10,677	9,97,20,971	69,18,491	31,57,570	1,00,76,061

III-B.—Expenditure on Education for Females—*concld.*

—	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	8,73,560	9,328	55,226	..	4,918	9,46,032
Buildings, etc.	14,96,150	1,69,272	1,48,480	65,151	12,30,103	31,09,156
Miscellaneous	12,70,078	63,247	75,668	20,64,614	17,72,451	52,46,058
Totals	36,39,788	2,41,847	2,82,374	21,29,765	30,07,472	93,01,246
University and Intermediate Education.						
Arts Colleges	2,79,254	..	..	76,668	6,962	4,25,879
Professional Colleges—					9	
Medicine	1,86,250	..	..	25,509	..	2,11,759
Education	75,180	..	..	6,846	23,529	1,05,555
Intermediate Colleges	1,18,502	..	1,961	41,267	47,987	2,09,717
Totals	6,59,186	..	1,961	1,50,285	1,41,478	9,52,910
School Education.						
General.						
High Schools	28,74,869	14,888	1,12,235	22,37,178	14,22,057	66,60,677
Middle Schools—						
English	10,12,078	15,029	1,23,292	5,47,817	8,51,204	25,54,420
Vernacular	5,28,517	1,04,889	3,10,459	37,439	3,50,303	13,31,607
Primary Schools	55,03,249	16,58,256	27,51,767	3,89,782	18,90,2.7	1,21,93,271
Totals	99,18,213	17,93,012	33,02,753	32,12,216	45,13,781	2,27,39,975
Special.						
Medical Schools	2,03,622	12,215	6,457	43,151	1,02,602	3,[illegible]8,047
Normal and Training Schools	14,26,768	13,364	16,968	29,671	2,51,279	17,38,050
Technical and Industrial Schools	1,87,182	542	10,531	13,702	2,86,295	4,48,342
Commercial Schools	9,769	..	..	10,390	2,954	29,122
Agricultural Schools	300	..	..	..	..	300
Schools for Adults	11,426	..	400	4,850	23,140	39,816
Other schools	46,741	4,627	2,950	15,005	57,895	1,27,218
Totals	18,35,868	30,748	37,306	1,22,868	7,24,165	27,50,955
GRAND TOTALS for Females	1,60,53,055	20,65,607	36,24,394	56,15,134	83,86,896	3,57,45,086
GRAND TOTALS for Males	11,64,84,989	2,54,48,608	1,13,31,991	5,48,46,234	3,04,30,210	23,85,36,032
GRAND TOTALS for All	13,25,38,044	2,75,00,215	1,49,56,385	6,04,61,368	3,88,17,000	27,42,82,118

IV-A.—Race or Creed of Male Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION .	162,740	1,425,266	83,932,215	31,116,449	5,672,897	46,631	1,345,875	3,254,238	126,956,311‡
School Education. Classes.									
Primary . . I	6,362	95,746	2,728,254	1,207,978	136,876	1,174	46,402	71,273	4,294,065
II	2,514	38,072	1,046,009	427,362	41,123	780	32,301	23,706	1,611,867
III	2,717	28,949	795,541	277,918	29,803	790	17,044	17,387	1,170,149
IV	2,407	23,088	566,958	156,660	19,696	826	13,655	10,664	793,954
V	2,165	13,651	339,594	91,326	9,886	789	9,404	3,762	470,577
† Middle . . VI	2,203	9,570	228,201	59,468	8,790	922	7,272	2,253	318,679
VII	2,071	7,682	179,457	43,505	9,577	903	6,138	1,548	250,881
VIII	1,522	5,833	124,006	30,619	1,856	803	5,272	826	170,737
† High . . IX	872	3,333	81,227	16,415	1,871	838	3,513	681	108,750
X	784	2,564	66,272	12,857	1,599	690	2,607	478	87,851	
.	306	1,922	49,032	6,818	135	640	42	184	59,079
.	39	195	9,696	1,236	...	673	22	54	11,885
TOTALS .	23,962	230,605	6,214,157	2,332,222	261,212	9,828	143,672	132,816	9,348,474 (*a*)
University and Intermediate Education.									
Intermediate classes. 1st year	137	628	16,048	2,514	225	297	666	134	20,649
2nd year	135	578	15,947	2,623	329	174	627	136	20,549
Degree classes 1st year	48	345	8,039	1,432	97	82	216	46	10,305
2nd year	49	415	9,871	1,843	150	77	215	75	12,695
3rd year	2	16	309	(*b*)78	...	...	7	2	(*b*)414
Post-graduate classes. 1st year	3	46	1,915	302	3	16	35	10	2,330
2nd year	1	19	1,196	229	1	9	35	6	1,496
Research Students	...	...	102	8	...	2	8	...	120
TOTALS .	375	2,047	53,427	9,029	805	657	1,809	409	(*c*) & (*d*) 69,498
No. of scholars in recognised institutions.	24,337	232,652	6,267,584	2,341,251	262,017	10,485	145,481	133,225	9,417,972
No. of scholars in unrecognised institutions.	12	4,386	140,414	165,922	185,866	112	5,582	5,871	508,165
GRAND TOTALS .	24,349	237,038	6,407,998	2,507,173	447,883	10,597	151,063	139,096	9,926,137

* See explanation No. 9 on page 56.

† Lines differentiating the stages of instruction cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

‡ Excludes 21,453, 63,724 and 1,816 persons not enumerated by religion in Burma and in the Administered Areas in the Hyderabad and Baroda States respectively.

(*a*) Excludes 50 boys reading classics and one pupil of St. Edmund's College in Assam.

(*b*) Includes 4 students in the 4th year class in North-West Frontier Province.

(*c*) Includes 816 Hindus and 124 Muhammadans in U. P. not shown in details.

(*d*) Excludes 154 scholars of one Oriental College in the Punjab and 66 scholars of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 4,865 and 1,801 scholars reading in school stages in colleges in the United Provinces and in the Punjab respectively, and includes one pupil of St. Edmund's College in Assam.

IV-B.—Race or Creed of Female Scholars receiving General Education.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
		1	2	3	4	5	6	7	8	9
TOTAL POPULATION.		96,166	1,374,099	80,246,285	28,370,092	5,815,506	42,777	1,020,867	3,243,244	120,209,036†
School Education.										
Primary	Classes. I	6,899	70,457	788,205	368,359	108,106	1,936	12,407	12,002	1,367,771
	II	2,494	20,353	200,417	70 825	38,454	849	3,893	2,936	340,221
	III	2,628	15,782	124,870	34,833	13,791	1,021	2,463	1,933	197,321
	IV	2,516	11,848	67,529	12,772	7,478	925	1,707	890	105,665
	V	2,260	7,871	32,643	4,918	2,316	722	1,084	432	52,246
Middle‡	VI	2,121	5,851	13,738	1,615	1,818	792	339	231	26,505
	VII	1,660	4,734	8,264	938	1,894	641	214	134	18,479
	VIII	1,215	3,051	3,970	427	266	470	179	97	9,675
High‡	IX	611	1,242	1,884	203	202	425	78	59	4,704
	X	583	879	1,358	100	151	311	28	46	3,456
	.	210	565	959	33	3	241	1	26	2,038
	.	13	97	370	8	...	248	2	17	755
TOTALS	.	23,210	142,730	1,244,207	495,031	174,479	7,931	22,395	18,803	(a) 2,128,836
University and Intermediate Education.										
Intermediate classes.	1st year	48	186	430	28	23	60	9	21	805
	2nd year	51	167	317	20	25	30	8	16	634
Degree classes.	1st year	28	112	177	10	8	29	2	11	377
	2nd year	25	105	143	3	9	33	...	6	324
	3rd year	...	2	11	...	...	...	...	...	13
Post-graduate classes.	1st year	2	15	52	...	3	2	...	...	74
	2nd year	...	5	21	...	...	3	1	...	30
Research students		...	1	...	...	...	...	...	...	1
TOTALS	.	154	593	1,151	61	68	157	20	54	2,258 (b)
No. of scholars in recognised institutions		23,364	143,323	1,245,358	495,092	174,547	8,138	22,415	18,857	2,131,094
No. of scholars in unrecognised institutions.		...	2,105	24,332	74,086	3,414	118	3,406	898	108,359
GRAND TOTALS	.	23,364	145,428	1,269,690	569,178	177,961	8,256	25,821	19,755	2,239,453

* See explanation No. 9 on page 56.

† Excludes 21,640, 55,315 and 1,118 persons not enumerated by religion in Burma and in the Administered Areas in the Hyderabad and Baroda States, respectively.

‡ Lines differentiating the stages of instruction cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

(a) Excludes 41 girls reading classics in Assam.

(b) Excludes 96 and 348 scholars reading in School stages in colleges in the United Provinces and Bangalore respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
School Education.									
Art Schools	4	102	1,867	279	32	26	17	6	2,333
Law Schools	...	..	144	15	...	...	...	...	159
Medical Schools	84	168	4,916	962	36	...	124	13	6,253
Normal and Training Schools.	4	2,478	15,991	5,208	1,316	...	521	180	25,698
Engineering and Surveying Schools.	37	56	1,754	148	127	18	69	9	2,218
Technical and Industrial Schools.	488	2,804	12,055	6,447	97	164	545	460	23,060
Commercial Schools	100	498	5,126	546	297	284	95	31	6,977
Agricultural Schools	...	89	373	70	1	...	...	1	534
Reformatory Schools	6	116	1,547	809	73	2	5	9	2,567
Schools for Defectives	25	199	538	80	10	11	1	5	869
Schools for Adults	...	584	43,541	50,220	510	6	5,419	627	100,907
Other schools	6	352	42,069	88,229	12,129	96	353	383	143,617(a)
TOTALS	704	7,446	129,921	153,013	14,628	607	7,149	1,724	315,192
University and Intermediate Education.									
Law	6	118	5,834	1,277	65	59	86	33	7,478(b)
Medicine	50	194	2,791	418	28	38	87	5	3,611
Education	31	50	760	316	4	1	48	5	1,215
Engineering	34	50	1,583	156	21	23	67	26	1,960(c)
Agriculture	3	11	632	169	28	6	85	10	944
Commerce	1	33	1,556	90	4	52	16	11	1,763
Forestry	7	6	52	27	8	...	2	...	102
Veterinary Science	...	25	298	101	1	...	39	...	464
TOTALS	132	487	13,506	2,554	159	179	430	90	17,537
GRAND TOTALS	836	7,933	143,427	155,567	14,787	786	7,579	1,814	332,729

* See explanation No. 9 on page 56.

(*a*) Includes 2,327 pupils of 141 Sanskrit Tols (in Assam), the expenditure incurred on which was Rs. 22,500 from Government Funds These statistics are omitted from General Summaries and other Tables.

(*b*) Includes 66 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in table 11-A) reading Law only.

(*c*) Excludes 171 students not reading the University Course in Bihar and Orissa.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION.									
Medical Schools	20	319	169	30	6	1	23	12	580
Normal and Training Schools	256	2,766	2,050	525	599	29	134	23	6,382
Technical and Industrial Schools	96	2,501	2,082	174	62	2	34	107	5,058
Commercial Schools	338	34	7	...	22	20	...	11	432
Agricultural Schools	...	46	...	...	...	...	...	4	50
Schools for Adults	...	13	1,237	201	18	73	56	...	1,598
Other Schools	53	480	2,074	642	545	102	37	246	4,179
TOTALS	763	6,159	7,619	1,572	1,252	227	284	403	18,279
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Medicine	41	47	109	7	1	18	9	3	235
Education	85	48	37	1	1	3	1	10	186
Law	2	4	6	...	...	2	...	...	14
Agriculture	...	...	1	...	...	...	...	...	1
Commerce	...	1	...	...	...	2	...	...	3
TOTALS	128	100	153	8	2	25	10	13	439
GRAND TOTALS	891	6,259	7,772	1,580	1,254	252	294	416	18,718

* See explanation No. 9 on page 56.

VI-A.—Men Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	1	188	1,469	1,739	37	3	1	271	883	3,434	1,158	4,592
Local Board and Municipal.	11	2,026	50,087	39,739	490	110	86	6,260	38,425	92,353	44,881	137,234
Aided	45	1,861	27,131	18,624	888	51	124	27,306	81,569	48,549	109,050	157,599
Unaided	1	48	1,035	549	12	1	4	3,047	9,769	1,645	12,821	14,466
Totals	58	4,123	79,722	60,651	1,427	165	215	36,884	130,646	145,981	167,910	313,891
Middle Schools.												
Government	61	418	382	13	5	11	22	61	106	879	200	1,079
Local Board and Municipal.	301	1,606	18,660	822	306	35	164	692	5,363	21,695	6,254	27,949
Aided	217	1,212	4,008	1,331	295	171	451	4,055	5,085	7,063	9,762	16,825
Unaided	49	160	860	53	5	38	125	1,004	1,926	1,127	3,093	4,220
Totals	628	3,396	23,910	2,219	611	255	762	5,812	12,480	30,764	19,309	50,073
High Schools.												
Government	2,237	1,264	865	56	154	139	354	300	720	4,566	1,513	6,079
Local Board and Municipal.	1,081	1,357	358	64	399	119	205	159	645	3,259	1,128	4,387
Aided	3,266	3,281	2,324	409	625	1,986	3,026	3,177	5,838	9,895	14,027	23,922
Unaided	197	198	474	23	5	1,361	1,164	1,579	2,565	897	6,669	7,566
Totals	6,771	6,090	4,021	552	1,183	3,605	4,749	5,215	9,768	18,617	23,337	41,954
GRAND TOTALS	7,457	13,609	107,653	63,422	3,221	4,025	5,726	47,911	152,894	195,362	210,556	405,918

VI-B.—Women Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	...	76	330	268	1	...	...	25	412	675	437	1,112
Local Board and Municipal.	...	173	2,477	4,246	115	1	8	352	4,734	7,011	5,095	12,106
Aided	20	461	3,449	2,570	374	9	37	2,076	7,898	6,874	10,020	16,894
Unaided	2	7	81	70	2	...	4	219	766	162	989	1,151
Totals	22	717	6,337	7,154	492	10	49	2,672	13,810	14,722	16,541	31,263
Middle Schools.												
Government	25	88	290	73	3	4	11	10	238	479	263	742
Local Board and Municipal.	5	34	263	140	20	1	8	25	249	462	283	745
Aided	69	632	1,263	690	191	25	58	272	1,199	2,845	1,554	4,399
Unaided	2	8	44	6	2	...	1	19	77	62	97	159
Totals	101	762	1,860	909	216	30	78	326	1,763	3,848	2,197	6,045
High Schools.												
Government	89	239	173	11	30	14	54	13	81	542	162	704
Local Board and Municipal.	5	11	14	21	5	...	...	2	3	56	5	61
Aided	342	1,095	476	178	47	96	182	172	666	2,138	1,116	3,254
Unaided	6	10	5	3	...	...	8	5	27	24	40	64
Totals	442	1,355	668	213	82	110	244	192	777	2,760	1,323	4,083
GRAND TOTALS	565	2,834	8,865	8,276	790	150	371	3,190	16,350	21,330	20,061	41,391

VII.—European Education.

Total European and Anglo-Indian population . . Male 162,740, Female 96,166, Total 258,906

Percentage to European and Anglo-Indian population of those at school.

Males	Females	Total.
18·45	28·84	22·31

—	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and *vice versa*.	Number of Non-Europeans on roll.	Teachers. Trained.	Teachers. Untrained.	Expenditure from Govt. funds.	Expenditure from Local funds.*	Expenditure from Fees.	Expenditure from Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges .	6	177	...	15	47	11	1,30,095	...	1,39,017	61,362	3,30,474
Training Colleges	1	28	...	...	...	...	22,399	...	...	...	22,399
High Schools .	75	18,719	903	4,194	702	349	11,97,558	16,911	14,23,637	7,03,477	33,41,583
Middle Schools .	34	4,206	1,316	837	152	87	1,65,736	200	1,24,914	1,30,621	4,22,471
Primary Schools .	44	2,820	910	342	122	51	80,137	2,138	69,017	1,02,124	2,53,416
Training Schools	...	...	...	...	...	...	1,539	...	...	...	1,539
Technical and Industrial Schools.	2	209	...	43	7	...	13,680	...	4,558	12,445	30,683
Commercial Schools.	...	...	...	...	...	...	...	...	...	...	...
Other schools .	1	20	9	...	2	1	9,373	...	...	...	9,373
TOTALS .	163	26,179	3,140	5,431	1,032	499	16,21,517	19,249	17,61,143	10,10,029	44,11,938
Institutions for Females.											
Arts Colleges .	1	359	...	100	18	6	9,387	...	11,871	9,618	30,876
Training Colleges	2	55	...	2	8	2	43,185	...	5,045	5,236	53,466
High Schools .	104	19,008	3,388	3,937	945	403	11,57,644	31,077	11,28,743	4,93,654	28,11,118
Middle Schools	63	7,258	1,979	1,483	326	145	3,01,357	16,593	2,47,956	2,31,873	7,97,779
Primary Schools .	73	4,497	1,624	1,110	147	122	1,20,728	4,951	1,26,400	1,66,382	4,18,461
Training Schools	10	206	...	22	39	4	64,996	...	16,100	16,569	97,665
Technical and Industrial Schools.	1	92	...	23	2	3	700	...	...	1,659	2,359
CommercialSchools	5	96	...	3	7	4	8,449	...	11,087	2,639	22,175
Other schools .	1	19	..	...	1	1	6,730	...	...	3,030	9,760
TOTALS .	260	31,590	5,991	6,680	1,493	690	17,13,176	52,621	15,47,202	9,30,660	42,43,659
GRAND TOTALS FOR INSTITUTIONS.	423	57,769	...	12,111	2,525	1,189	33,34,693	71,870	33,08,345	19,40,689	86,55,597
Expenditure on buildings includes Rs. 64,117 spent by the Public Works Department.			Inspection . . .				1,32,786	...	...	...	1,32,786
			Buildings, etc. . . .				5,67,924	...	98,098	9,66,583	16,32,605
"Miscellaneous" includes the following main items :— Scholarships, hostel charges and other contingent charges.			Miscellaneous . . .				10,51,379	3,180	27,11,474	18,82,429	56,48,462
			TOTALS .				17,52,089	3,180	28,09,572	28,49,012	74,13,853
			GRAND TOTALS .				50,86,782	75,050	61,17,917	47,89,701	1,60,69,450

* Include both District Board and Municipal Funds.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Degree Examinations.												
Arts and Science.												
D. Litt.	1	...	1	1	...	1	...	...	...	...	...	
Ph. D.	...	10	10	...	3	3	...	...	...	...	...	...
D. Sc.	...	3	3	...	1	1	...	...	...	..	...	...
M. A.	1,222	493	1,715	824	280	1,104	38	27	65	28	12	40
M. Sc.	455	49	504	337	17	354	6	...	6	4	...	4
B. A. (Honours)	1,528	88	1,616	1,109	56	1,165	79	6	85	75	2	77
B. Sc. (Honours)	253	29	282	157	13	170	...	1	1	...	1	1
B. A. (Pass	8,601	5,036	13,637	3,924	1,662	5,586	162	139	301	115	79	194
B. Sc. (Pass)	1,934	264	2,198	1,015	121	1,136	17	...	17	11	..	11
Law.												
Master of Law	...	30	30	...	7	7	...	...	...	...	...	...
Bachelor of Law	5,080	795	5,875	2,885	302	3,187	10	1	11	7	1	8
Medicine.												
M. D.	25	15	40	3	8	11	1	..	1	1	..	1
M. B. B S.	1,089	...	1,089	417	.	417	47	...	47	24	..	24
L. M. S.	81	...	81	10	...	10	4	...	4	...	...	...
M. C. P. & S. (Bombay)	5	...	5	2	...	2	...	...	...	...	...	.
M. S. F. M. (Calcutta).	26	...	26	12	..	12	...	.	...	...	..	...
M. S.	13	5	18	5	1	6	...	...	...	...	...	...
M. Obstetrics	...	..	..	...	...	...	...	...	..	...	...	...
B. Hyg.	9	...	9	2	...	2	...	...		...	...	...
D. P. H.	36	1	37	27	1	28	...	...	...	...	...	...
D. O.	...	13	13	...	9	9	...	...	...	...	...	...
B. Sc. (Sanitary)	24	11	35	22	8	30	...	...	...	...	..	...
D. T. M. (Calcutta).	8	...	8	2	...	2	...	1	1	..	.	..
Engineering.†												
Master of C. E.	1	...	1	...	...	...	...	...	...	...	...	...
Bachelor of C. E.	241	...	241	165	...	165	...	...	...	.	...	...
Bachelor of M. E.	95	...	95	78	...	78	...	...	...	...	...	...
Bachelor of Mining and Metallurgy.	2	...	2	1	...	1	...	...	...	...	...	...
Education.												
B. E., B. T., & L. T.	779	142	921	642	96	738	99	23	122	88	14	102
Commerce.												
Master of Commerce.	13	9	22	11	6	17	...	..	...	...	...	...
Bachelor of Commerce.	389	100	489	252	47	299	1	...	1	1	...	1
Agriculture.												
Master of Agriculture.	9	4	13	5	1	6	...	...	...	...	...	...
Bachelor of Agriculture.	190	...	190	136	...	136	1	...	1	1	..	1

* *i.e.*, appearing from a recognised institution.
† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS												
Intermediate in Arts.‡	11,260	1,996	13,256	5,406	742	6,148†	400	152	552	247	80	327†
Intermediate in Science §	13,600	5,201	18,801	5,512	1,620	7,132	304	206	510	176	80	256
Licentiate of Civil Engineering	89	...	89	59	...	59	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching.	1,917	106	2,023	1,367	65	1,432	378	10	388	299	8	307
Intermediate or Diploma in Commerce.	812	23	835	534	9	543	1	...	1	1	...	1
Licentiate of Agriculture.	194	...	194	163	...	163	...	...	...	...	...	...
Veterinary Examinations.	242	...	242	168	...	168	...	...	...	...	...	...
SCHOOL EXAMINATIONS.												
(a) *On completion of High School course*												
Matriculation	34,725	3,004	37,729	20,609	1,084	21,693	459	385	844	357	193	550
School Final, etc.	38,054	7,127	45,181	25,415	4,315	29,730	1,312	135	1,447	845	69	914
European High School.‖	286	2	288	176	1	177	234	3	237	173	2	175
Cambridge School certificate.	519	192	711	306	30	336	312	19	331	203	6	209
(b) *On completion of Middle School course.*												
Cambridge Junior	656	7	663	433	...	436	472	2	474	308	2	310
European Middle	783	136	919	417	76	493	549	2	551	346	2	348
Anglo-Vernacular Middle.	78,525	1,037	79,562	57,908	263	58,171	4,092	116	4,208	2,710	35	2,745
Vernacular Middle	62,886	10,387	73,273	39,784	3,928	43,712	5,598	1,364	6,962	3,312	680	3,992
(c) *On completion of Primary course.*												
Upper Primary	250,399	2,162	252,561	189,339	411	189,750	16,027	152	16,224	11,351	57	11,408
Lower Primary	526,808	445	527,253	397,942	389	398,331	64,116	78	64,194	47,877	67	47,944
(d) *On completion of Vocational course*												
For teacher's certificates—												
Vernacular, Higher.	6,326	1,076	7,402	4,628†	421	5,049	1,767	84	1,851	1,147	56	1,203
Vernacular, Lower.	11,872	2,414	14,286	9,106	1,030	10,136	1,083	68	1,151	679	34	713
At Art Schools	1,452	28	1,480	754	18	772	15	2	17	14	...	14
At Law Schools	37	...	37	37	...	37	..	...	...	...	...	..
At Medical Schools	1,636	287	1,923	881	195	1,076	179	16	195	138	11	149
At Engineering Schools†.	558	701	1,259	424	300	724	...	...	...	...	...	...
At Technical and Industrial Schools	2,969	1,513	4,482	2,446	944	3,390	483	371	854	318	233	551
At Commercial Schools.	2,159	5,556	7,715	942	1,692	2,634	45	53	98	35	12	47
At Agricultural Schools.	288	...	288	252	...	252	...	...	...	...	..	...
At other Schools.	6,327	274	6,601	3,788	144	3,932	16	...	16	14	...	14

* *i.e.*, appearing from a recognised institution. † Include *Survey* Schools. ‡ Includes figures for Intermediate in Science in Burma.

§ Includes figures for Madras which relate to Intermediate Arts and Science. ‖ Includes figures for Cambridge High School in U P

M GIPC—L—III-11-1—1-9-32—500.

EDUCATION, INDIA

EDUCATION IN INDIA

IN

1930-31

LIBRARY OF THE ROYAL ASIATIC SOCIETY

CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1933

Government of India Publications are obtainable from the Government of India Central Publication Branch, 3, Government Place, West, Calcutta, and from the following Agents :—

EUROPE.

OFFICE OF THE HIGH COMMISSIONER FOR INDIA,
INDIA HOUSE, ALDWYCH, LONDON, W C. 2.

And at all Booksellers.

INDIA AND CEYLON : Provincial Book Depôts.

MADRAS:—Superintendent, Government Press, Mount Road, Madras.
BOMBAY:—Superintendent, Government Printing and Stationery, Queen's Road, Bombay.
SIND:—Library attached to the Office of the Commissioner in Sind, Karachi.
BENGAL:—Bengal Secretariat Book Depôt, Writers' Buildings, Room No. 1, Ground Floor, Calcutta.
UNITED PROVINCES OF AGRA AND OUDH:—Superintendent of Government Press, United Provinces of Agra and Oudh, Allahabad.
PUNJAB:—Superintendent, Government Printing, Punjab, Lahore.
BURMA:—Superintendent, Government Printing, Burma, Rangoon.
CENTRAL PROVINCES AND BERAR:—Superintendent, Government Printing, Central Provinces, Nagpur.
ASSAM:—Superintendent, Assam Secretariat Press. Shillong.
BIHAR AND ORISSA:—Superintendent, Government Printing, Bihar and Orissa, P. O. Gulzarbagh, Patna.
NORTH-WEST FRONTIER PROVINCE:—Manager, Government Printing and Stationery, Peshawar.

Thacker Spink & Co., Ltd., Calcutta and Simla.
W. Newman & Co., Ltd., Calcutta.
S. K. Lahiri & Co., Calcutta.
The Indian School Supply Depôt, 309, Bow Bazar Street, Calcutta.
Butterworth & Co. (India), Ltd., Calcutta.
M. C. Sarcar & Sons, 15, College Square, Calcutta.
Standard Literature Company, Limited, Calcutta.
Association Press, Calcutta.
Chukervertty, Chatterjee & Co., Ltd., 13, College Square, Calcutta.
The Book Company, Calcutta.
James Murray & Co., 12, Government Place, Calcutta. (For Meteorological Publications only.)
Ray Chaudhury & Co., 68-5, Ashutosh Mukherji Road, Calcutta.
Scientific Publishing Co., 9, Taltola Lane, Calcutta.
Chatterjee & Co., 3-1, Bacharam Chatterjee Lane, Calcutta.
Standard Law Book Society, 5, Hastings Street, Calcutta.
The Hindu Library, 3, Nandalal Mullick Lane, Calcutta.
Kamala Book Depôt, Ltd., 15, College Square, Calcutta.
The Pioneer Book Supply Co., 20, Shiv Narain Das Lane, Calcutta.
P. C Sarkar & Co., 2, Shama Charan De Street, Calcutta.
*Bengal Flying Club, Dum Dum Cantt.
Kali Charan & Co., Municipal Marke., Calcutta.
N. M. Roy Chowdhury & Co., 11, College Sqr., Calcutta.
Grantha Mandir, Cuttack.
B. C. Basak, Esq., Proprietor, Albert Library, Dacca.
Higginbothams, Madras.
Rochouse & Sons, Madras.
G. A. Natesan & Co., Publishers, George Town, Madras.
P. Varadachary & Co., Madras.
City Book Co., Madras.
Law Publishing Co., Mylapore, Madras.
The Booklover's Resort, Taikad, Trivandrum, South India.
P. M. Gopalakrishna Kone, Pudumandapam, Madura.
Central Book Depôt, Madura.
Vijapur & Co., Vizagapatam.
Thacker & Co., Ltd., Bombay.
D. B. Taraporevala Sons & Co., Bombay.
Ram Chandra Govind & Sons, Kalbadevi Road, Bombay.
N. M. Tripathi & Co., Booksellers, Princess Street, Kalbadevi Road, Bombay.
New and Secondhand Bookshop, Kalbadevi Road, Bombay.
J. M. Pandia & Co., Bombay.
A. H. Wheeler & Co., Allahabad, Calcutta and Bombay.
Bombay Book Depôt, Girgaon, Bombay.
Bennett, Coleman & Co., Ltd., The Times of India Press, Bombay.
The Popular Book Depôt, Bombay.
Lawrence & Mayo, Ltd., Bombay.
The Manager, Oriental Book Supplying Agency, 15, Shukrawar, Poona City.
Rama Krishna Bros., Opposite Bishrambag, Poona City.
S. P. Bookstall, 21, Budhwar, Poona.
The International Book Service, Poona 4.
Mangaldas & Sons, Booksellers and Publishers, Bhaga Talao, Surat.
The Standard Book and Stationery Co., 32-33, Arbab Road, Peshawar.
The Students Own Book Depot, Dharwar.
Shri Shankar Karnataka Pustaka Bhandara, Malamuddi, Dharwar.
The English Book Depôt, Ferozepore.
Frontier Book & Stationery Co., Rawalpindi.
*Hossenbhoy Karimji & Sons, Karachi.
The English Bookstall, Karachi.
Rose & Co., Karachi.
Keale & Co., Karachi.
Ram Chander & Sons, Umbala, Kasauli.
The Standard Bookstall, Quetta and Lahore.
U. P. Malhotra & Co., Quetta.
J. Ray & Sons, 43, K. & L., Edwardes Road, Rawalpindi, Murree and Lahore.
The Standard Book Depôt, Lahore, Nainital, Mussoorie, Dalhousie, Ambala Cantonment and Delhi.
The North India Christian Tract and Book Society, 18, Clive Road, Allahabad.
Ram Narain Lal, Katra, Allahabad.
"The Leader", Allahabad.
The Indian Army Book Depôt, Dayalbagh, Agra.
The English Book Depôt, Taj Road, Agra.
Gaya Prasad & Sons, Agra.
Narayan & Co., Meston Road, Cawnpore.
The Indian Army Book Depôt, Jullundur City—Daryaganj, Delhi.
Manager, Newal Kishore Press, Lucknow.
The Upper India Publishing House Ltd., Literature Palace, Aminuddaula Park, Lucknow.
Rai Sahib M. Gulab Singh & Sons, Mufid-i-Am Press, Lahore and Allahabad.
Rama Krishna & Sons, Booksellers, Anarkali, Lahore.
Students Popular Depôt, Anarkali, Lahore.
The Proprietor, Punjab Sanskrit Book Depôt, Saidmitha Street, Lahore.
The Insurance Publicity Co., Ltd., Lahore.
The Punjab Religious Book Society, Lahore.
The Commercial Book Co., Lahore.
The University Book Agency, Kachari Road, Lahore.
Manager of the Imperial Book Depôt, 63, Chandney Chawk Street, Delhi.
J. M. Jaina and Bros., Delhi.
Fono Book Agency, New Delhi and Simla.
Oxford Book and Stationery Company, Delhi, Lahore, Simla, Meerut and Calcutta.
Mohanlal Dossabhai Shah, Rajkot.
Supdt., American Baptist Mission Press, Rangoon.
Burma Book Club, Ltd., Rangoon.
S. C. Talukdar, Proprietor, Students & Co., Cooch Behar.
The Manager, The Indian Book Shop, Benares City.
Nandkishore & Bros., Chowk, Benares City.
The Srivilliputtur Co-operative Trading Union, Ltd., Srivilliputtur (S. I. R.).
Raghunath Prasad & Sons, Patna City.
The Students' Emporium, Patna.
K. L. Mathur & Bros., Guzri, Patna City.
Kamala Book Stores, Bankipore, Patna.
G. Banerjee & Bros., Ranchi.
M. C. Kothari, Rajpura Road, Baroda.
B. Parikh & Co., Baroda.
The Hyderabad Book Depôt, Chaderghat, Hyderabad (Deccan).
S. Krishnaswami & Co., Teppakulam P. O., Trichinopoly Fort.
Standard Book and Map Agency, Book-sellers and Publishers, Ballygunge.
Karnataka Publishing House, Bangalore City.
Bheema Sons, Fort, Bangalore City.
Superintendent, Bangalore Press, Lake View, Mysore Road, Bangalore City.

AGENT IN PALESTINE:—Stolmatzky Jerusalem.

*Agents for publications on aviation only.

TABLE OF CONTENTS.

	Page.
Preface.	
I.—General Summary	1
II.—University Education—	
(*a*) University and Intermediate Education . . .	10
(*b*) Other Education	21
III.—Secondary Education	23
IV.—Primary Education (Boys)	28
V.—Education of Girls	33
VI.—Professional and Technical Education—	
(*a*) Training of Teachers	36
(*b*) Other Professional and Technical Education . .	40
VII.—Education of Special Classes—	
(*a*) The Chiefs' Colleges	43
(*b*) Education of Europeans and Anglo-Indians . . .	44
(*c*) Education of Muhammadans	45
(*d*) Education of the Depressed Classes	48
(*e*) Education of Defectives	50
VIII.—Miscellaneous	51
Appendix—	
General Educational Tables for British India for 1930-31 . .	53

PREFACE.

This report deals with the period from April 1, 1930 to March 31, 1931. I am indebted to the provincial Directors of Public Instruction whose reports I have freely used in writing this review.

F. K. CLARK,

Educational Commissioner with the Government of India.

SIMLA :
September, 1932.

EDUCATION IN INDIA
IN
1930-31

I.—General Summary.

Statistical progress.—The number of recognised institutions increased by 357 only to 227,189 and their enrolment by 158,235 to 12,056,837. The corresponding increases in the previous year were 3,038 and 350,605. The rate of expansion has thus been much slower than in past years. The total number of scholars in all kinds of institutions, whether recognised or unrecognised, was over 12½ millions, representing about five per cent. of the total population. The number of scholars reading in colleges for professional training and in special schools decreased by 650 and 15,494 respectively. The unrecognised institutions, the majority of which impart religious instruction of a rudimentary character, increased by 765 and their enrolment by 15,725. The following statement gives the detailed figures for the years 1931 and 1930:—

Types of Institutions.	No. of Institutions.		No. of Scholars.	
	1931.	1930.	1931.	1930.
Recognised Institutions.				
Universities	16	16	8,189	9,027
Arts Colleges	244	241	66,837	70,487
Professional Colleges	73	72	17,002	17,652
High Schools	3,036	2,944	930,186	922,880
Middle Schools	10,545	10,208	1,356,225	1,323,328
Primary Schools	204,384	204,094	9,362,748	9,224,084
Special Schools	8,891	9,257	315,650	331,144
Total—Recognised Institutions	227,189	226,832	12,056,837	11,898,602
Unrecognised Institutions	34,879	34,114	632,249	616,524
Grand total of all Institutions	262,068	260,946	12,689,086	12,515,126

The United Provinces, Bihar and Orissa and the Central Provinces have recorded large decreases in the number of recognised

institutions and their enrolment. The decline has been especially great in Bihar and Orissa, where there was a fall of nearly 500 institutions and 28,000 scholars. The prevailing financial stringency and economic depression, coupled with the laxity of discipline engendered by the civil disobedience movement, are mainly responsible for this formidable decline. It is, however, noteworthy that, while the number of recognised institutions in Bihar and Orissa has decreased, unrecognised institutions increased by 250 and their enrolment by about 8,500, chiefly owing to the withdrawal of support by local bodies from a large number of schools which used to receive stipends and have since ceased to teach the departmental curriculum. In the Punjab also, many local bodies experienced difficulty in meeting their educational obligations. In many municipalities, the pay of teachers was often in arrears; in one case salaries were reduced by ten per cent; while in one district municipalities, owing to their inability to find their own share, were unable to receive building grants from the Government. All these factors have tended to retard the progress of education during the year; it is, therefore, satisfactory to record that, in spite of adverse conditions, the number of institutions and scholars has slightly increased.

Stages of instruction of scholars.—The subjoined table gives the number of scholars in the various stages of instruction in arts colleges and secondary and primary schools. The table shows that, out of a total of 11,730,234 scholars, as many as 10,528,867 were in the primary stages, the number of scholars in higher stages of instruction being less than $1\frac{1}{4}$ millions. The number of scholars in collegiate stages, *i.e.*, intermediate and degree classes, decreased during the year, though there was a slight increase in the number of girls reading in arts colleges.

Stages of instruction of scholars reading in arts colleges and secondary and primary schools.

Stages of instruction.	No. of Scholars in Institutions for Males.		No. of Scholars in Institutions for Females.	
	1931.	1930.	1931.	1930.
1. Graduate and postgraduate classes.	33,324	35,082	564	508
2. Intermediate classes . .	44,425	46,850	912	894
3. Secondary (high and middle) stages.	1,064,502	1,037,869	57,640	52,548
4. Primary stage . . .	9,145,209	9,061,969	1,383,658	1,320,055
TOTAL .	10,287,460	10,181,770	1,442,774	1,374,005

NOTE.—This table does not include 7,802 students reading in teaching universities.

Scholars by communities.—The state of education among the principal communities of India is indicated by the figures given in the following statement. The figures are instructive and are of special interest at the present movement. In India, the population of school-going age is usually reckoned at 14 per cent. of the total population. On this basis, it may be noted that among Parsis, Europeans and Anglo-Indians and Indian Christians almost all the children of school-going age are under instruction.

Community.	No. of Scholars.		Percentage to Population of the Community.	
	1931.	1930.	1931.	1930.
Europeans and Anglo-Indians	50,084	49,440	18·4	19·0
Indian Christians	418,934	396,658	11·5	14·2
Hindus	7,821,007	7,828,887	4·4	4·8
Muhammadans	3,357,593	3,233,498	5·0	5·4
Buddhists	653,071	641,885	5·1	5·6
Parsis	19,790	19,891	20·2	22·2
Sikhs	195,914	184,757	6·1	7·7
Others	171,915	161,081	2·1	2·5
TOTAL	12,688,308	12,516,097	4·7	5·0

NOTE.—In the General Educational Tables of most provinces, the new Census figures of 1931 have been used. Hence the percentages for 1931 are not strictly comparable with those for 1930.

Education in rural areas.—As a result of the recommendation of the Royal Commission on Agriculture in India, a new table, called the General Educational Table No. IX, has been prescribed by the Government of India to give statistics of educational institutions in rural areas. Provision has also been made in the existing Tables IV—A and B and V—A and B to show the number of scholars from rural areas studying in the different kinds of institutions. These additional statistics have been included in the educational tables with effect from the year under review, and will prove of general interest. For convenience' sake, a summary of the principal figures is given below:—

Statistics of education in rural areas, 1931.

1. No. of educational institutions in rural areas—	
For males	3,543
For females	331
2. No. of scholars in rural areas—	
In institutions for males	151,218
In institutions for females	17,021

3. Expenditure on institutions in rural areas—	
On institutions for males . .	Rs. 9,61,00,421
On institutions for females . . .	Rs. 82,02,558
4. No. of teachers in institutions in rural areas—	
In institutions for males . . .	318,050
In institutions for females . . .	32,039
5. No. of scholars from rural areas in all kinds of institutions—	
(*i*) In secondary and primary schools—	
Males	7,254,412
Females	1,382,272
(*ii*) In universities and arts colleges—	
Males	27,791
Females	402
(*iii*) In special schools—	
Males	211,183
Females	6,720
(*iv*) In professional colleges—	
Males	6,333
Females	35
(*v*) In unrecognised institutions—	
Males	388,219
Females	84,702

Expenditure.—The total expenditure on education increased by about 89 lakhs to Rs. 28,31,61,446. Towards this expenditure, Government funds contributed 48·1 per cent., district board and municipal funds 15·5 per cent., fees 21·7 per cent., and all other sources (endowments, subscriptions, etc.) 14·7 per cent. The corresponding figures for the previous year were 48·3, 15·5, 22·0 and 14·2 per cent. The proporiton of cost met from these sources, however, varies considerably from province to province. For instance, in Bengal, Government funds contributed only 35 per cent. while the expenditure from fees amounted to 42 per cent. In the North-West Frontier Province, on the other hand, the proportion of cost from these two sources was respectively 70·7 and 8·2 per cent. The average annual cost per scholar amounted to Rs. 23-7-9. This cost was met as follows:—

	Rs. A. P.
Government funds	11 4 7
Local funds	3 10 2
Fees	5 1 7
Other sources	3 7 5

Here again, the provincial figures show considerable variation. The total cost per scholar in Assam and Bengal was Rs. 15-3-3 and Rs. 16-8-0 respectively, while in Delhi and Bangalore it was as high as Rs. 60-3-5 and Rs. 70-2-3.

Provincial statistics.—The General Educational Tables for 1930-31, which are appended to this report, give the figures for the whole of British India. The four tables which are given on pages 6—9 summarise the salient features of educational progress in the different provinces in British India. For more detailed figures, reference should be made to the individual provincial reports on education for the year 1930-31 and the General Educational Tables appended thereto.

(i) *Number of Institutions, 1930-31.*

Province.	No. of Recognised Institutions.			No. of Unrecognised Institutions.			Total No. of Institutions.		
	1931.	1930.	Increase (+) or Decrease (—).	1931.	1930.	Increase (+) or Decrease (—).	1931.	1930.	Increase (+) or Decrease (—).
Madras	56,993	56,959	+34	1,820	1,818	+2	58,813	58,777	+36
Bombay*	16,011	15,946	+65	1,277	1,233	+44	17,288	17,179	+109
Bengal	66,006	65,451	+555	1,633	1,521	+112	67,639	66,972	+667
United Provinces	23,662	23,880	—218	2,296	2,305	—9	25,958	26,185	—227
Punjab	13,457	13,307	+150	6,698	6,162	+536	20,155	19,469	+686
Burma†	7,567	7,418	+149	17,957	18,072	—115	25,524	25,490	+34
Bihar and Orissa	29,593	30,090	—497	1,896	1,646	+250	31,489	31,736	—247
Central Provinces and Berar	5,312	5,347	—35	225	249	—24	5,537	5,596	—59
Assam	6,513	6,429	+84	601	577	+24	7,114	7,006	+108
North-West Frontier Province	968	940	+28	141	147	—6	1,109	1,087	+22
Coorg	111	111	..	17	18	—1	128	129	—1
Delhi	341	331	+10	40	57	—17	381	388	—7
Ajmer-Merwara	294	265	+29	61	60	+1	355	325	+30
Baluchistan	110	107	+3	187	210	—23	297	317	—20
Bangalore	115	114	+1	10	17	—7	125	131	—6
Minor Administered Areas‡	136	137	—1	20	22	—2	156	159	—3
Total—British India	227,189	226,832	+357	34,879	34,114	+765	262,068	260,946	+1,122

* Figures for *Aden* are included under Bombay.
† Figures for both *Burma Proper* and the *Federated Shan States* are given under Burma.
‡ Administered areas in the *Bombay, Assam, Central India, Rajputana, Western India, Hyderabad* and *Baroda States.*

(ii) *Number of Scholars, 1930-31.*

Province.	No. of Scholars in Recognised Institutions.			No. of Scholars in Unrecognised Institutions.			Total No. of Scholars in all Institutions.			Percentage of Total Scholars to Population.	
	1931.	1930.	Increase (+) or Decrease (—).	1931.	1930.	Increase (+) or Decrease (—).	1931.	1930.	Increase (+) or Decrease (—).	1931.	.
Madras	2,893,549	2,824,946	+68,603	56,566	54,841	+1,725	2,950,115	2,879,787	+70,328	7·0	6·8
Bombay*	1,255,148	1,231,274	+23,874	35,463	33,777	+1,686	1,290,611	1,265,051	+25,560	6·7	6·5
Bengal	2,650,457	2,633,082	+17,375	62,096	54,754	+7,342	2,712,553	2,687,836	+24,717	5·4	5·8
United Provinces . .	1,451,698	1,459,775	—8,077	61,049	61,973	—924	1,512,747	1,521,748	—9,001	3·1	3·4
Punjab	1,259,004	1,189,232	+69,772	126,837	124,144	+2,693	1,385,841	1,313,376	+72,465	5·9	6·4
Burma*	545,401	528,925	+16,476	192,866	197,256	—4,390	738,267	726,181	+12,086	5·0	5·5
Bihar and Orissa . .	1,031,322	1,059,072	—27,750	50,645	42,217	+8,428	1,081,967	1,101,289	—19,322	3·2	3·2
Central Provinces and Berar	434,386	440,565	—6,179	8,982	10,617	—1,635	443,368	451,182	—7,814	2·9	3·2
Assam	340,848	339,984	+364	24,426	23,276	+1,150	364,774	363,260	+1,514	4·7	4·7
North-West Frontier Province	81,093	80,691	+402	3,847	3,432	+415	84,940	84,123	+817	3·5	3·7
Coorg	9,964	10,000	—36	405	469	—64	10,369	10,469	—100	6·3	6·4
Delhi	40,188	40,474	—286	1,145	2,044	—899	41,333	42,518	—1,185	6·5	8·7
Ajmer-Merwara . .	19,222	17,527	+1,695	3,168	2,532	+636	22,390	20,059	+2,331	4·0	4·1
Baluchistan . . .	7,431	6,826	+605	2,804	3,089	—285	10,235	9,915	+320	2·2	2·4
Bangalore . . .	15,818	15,370	+448	571	728	—157	16,389	16,098	+291	13·8	13·5
Minor Administered Areas* .	21,808	20,859	+949	1,379	1,375	+4	23,187	22,234	+953	10·3	9·6
Total—British India .	12,056,837	11,898,602	+158,235	632,249	616,524	+15,725	12,689,086	12,515,126	+173,960	4·7	5·1

* *N.B.—Vide* footnotes to table (i).

(iii) *Distribution of Scholars in Recognised Institutions, 1930-31.*

Province.	No. of Scholars in Institutions for Males.								No. of Scholars in Institutions for Females.						
	In Universities.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	TOTAL.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	TOTAL.
Madras . .	537	12,209	1,917	158,331	26,895	2,296,274	26,142	2,522,305	441	59	15,127	6,741	343,502	5,374	371,244
Bombay* . .	84	7,112	2,786	77,617	23,267	942,474	17,060	1,070,400	..	..	14,354	3,429	164,693	2,272	184,748
Bengal . .	1,835	17,847	5,086	257,312	164,306	1,636,469	126,119	2,208,974	342	47	14,815	7,928	416,528	1,823	441,483
United Provinces	4,173	6,760	3,508	74,453	97,257	1,142,325	23,826	1,352,302	168	9	5,604	31,044	61,889	682	99,396
Punjab . .	19	12,052	1,868	129,148	528,798	399,046	58,654	1,129,585	205	28	10,903	25,731	90,187	2,365	129, 419
Burma* . .	1,449	101	42	54,875	143,808	265,478	19,200	484,953	..	..	8,251	14,562	36,721	914	60,448
Bihar and Orissa	..	3,580	975	46,437	74,341	817,495	18,573	961,401	3	..	1,572	5,087	62,382	877	69,921
Central Provinces and Berar.	..	1,615	464	7,462	95,761	290,356	3,080	398,738	..	8	310	6,340	28,187	803	35,648
Assam . .	..	1,181	68	16,494	44,630	244,492	4,671	311,536	..	..	1,870	4,918	21,854	170	28,812
North-West Frontier Province.	..	473	38	11,784	27,369	30,746	119	70,529	..	..	284	4,279	5,968	33	10,564
Coorg . .	..	..	..	781	..	8,166	12	8,959	..	..	275	..	730	..	1,005
Delhi . .	92	1,480	..	5,754	7,316	15,000	1,744	31,386	66	99	729	2,244	5,549	115	8,802
Ajmer-Merwara	..	217	..	3,238	1,369	10,843	302	15,969	..	..	296	201	2,739	17	3,253
Baluchistan .	..	..	..	2,618	1,022	2,355	12	6,007	..	..	..	1,131	293	..	1,424
Bangalore . .	..	277	..	2,284	1,094	5,261	84	9,900	321	..	1,101	1,221	3,196	79	5,918
Minor Administered Areas*.	..	387	..	4,828	2,096	7,700	460	15,471	..	..	1,279	1,140	3,850	68	6,337
TOTAL—BRITISH INDIA.	8,189	65,291	16,752	853,416	1,240,229	8,114,180	300,058	10,598,415	1,546	250	76,770	115,996	1,248,268	15,592	1,458,422

* *N.B.—Vide* footnotes to table (i).

(iv) *Expenditure on Education, 1930-31.*

Province.	Total Expenditure.			Percentage of Expenditure from				Average Annual cost per Scholar to				
	1931.	1930.	Increase ( ) or Decrease (—).	Government Funds.	Local Funds. (a)	Fees.	Other Sources.	Government Funds.	Local Funds. (a)	Fees.	Other Sources.	Total cost per Scholar.
	Rs.	Rs.	Rs.	%	%	%	%	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	6,11,07,933	5,38,07,965	75,99,973	50·8	11·3	15·8	19·1	11 0 2	3 1 5	3 6 5	4 2 11	21 10 11
Bombay*	4,03,19,042	4,04,20,946	—1,01,904	50·7	17·6	18·6	13·1	16 4 4	5 10 6	5 15 8	4 3 6	32 2 0
Bengal	4,39,31,553	4,43,99,993	—4,68,440	35·0	7·0	42·0	16·0	5 12 10	1 1 7	7 0 0	2 9 7	16 8 0
United Provinces . .	3,89,28,358	3,76,82,420	12,45,938	37·1	13·4	16·3	13·2	15 4 7	3 9 7	4 6 0	3 8 11	26 13 1
Punjab	3,28,40,628	3,14,73,203	13,67,425	56·4	12·4	20·9	10·3	14 11 3	3 3 7	5 7 4	2 11 2	26 1 4
Burma*	2,15,33,088	2,22,14,047	—6,80,959	39·4	26·7	20·2	13·7	15 9 3	10 8 7	7 15 5	5 6 6	39 7 8
Bihar and Orissa . .	1,84,48,200	1,85,16,071	—67,871	34·8	28·3	21·8	15·1	6 3 8	5 1 0	3 14 4	2 11 3	17 14 2
Central Provinces and Berar.	1,12,86,050	1,15,21,391	—2,35,341	48·8	27·6	14·4	9·2	12 11 5	7 2 11	3 12 0	3 6 4	26 0 8
Assam	52,61,996	53,58,028	—96,032	58·8	12·7	16·0	12·5	9 0 0	1 14 5	2 6 5	1 14 5	15 3 3
North-West Frontier Province.	28,27,631	25,19,921	3,07,710	70·7	10·0	8·2	10·2	26 13 2	4 2 0	3 2 0	3 13 8	37 14 10
Coorg	2,51,618	2,38,761	12,854	56·1	23·0	17·9	3·0	14 2 4	5 12 10	4 8 5	0 12 0	25 3 7
Delhi	24,19,814	23,83,423	36,391	50·0	10·9	21·1	18·0	30 1 9	6 8 11	12 11 1	10 13 8	60 3 5
Ajmer-Merwara . .	8,64,141	8,59,157	4,984	51·1	7·0	21·7	20·2	22 15 0	3 2 7	9 12 3	9 1 5	44 15 3
Baluchistan . . .	5,21,420	5,53,769	—32,349	60·5	13·7	15·8	10·0	42 5 9	9 9 11	11 1 9	7 0 10	70 2 3
Bangalore . . .	9,56,330	9,75,076	—18,726	41·6	3·7	32·0	22·7	25 2 1	2 4 7	9 4 6	13 11 2	50 6 4
Minor Administered Areas.*	13,63,639	13,57,864	5,775	25·8	8·0	27·2	39·0	16 2 3	4 15 7	17 0 5	24 6 2	62 8 5
Total—British India .	28,31,61,946	[illegible]	[illegible]	48·1	15·5	21·7	14·7	11 4 7	3 10 2	5 1 7	3 7 5	23 7 9

N.B.—*Vide* footnotes to table (i).
(a) Includes both District Board and Municipal Funds.

II—University Education.

(a) *University and Intermediate Education.*

Statistics of Universities in India, 1931.

University.	Type.†	Original Date of Foundation.	Faculties.‡	No. of Members of Teaching Staff.		No. of Students.		No. of Students who graduated in Arts and Science.	Remarks.
				In University Departments.	In Affiliated Colleges.§	In University Departments.	In Affiliated Colleges.§		
1. Calcutta .	Affiliating and Teaching.	1857	A., Sc., L., M., Eng.	224	1,286	1,055	23,751	2,497	Degrees in *Commerce* and *Education* are also awarded.
2. Bombay .	Affiliating and Teaching.	1857	A., Sc., L., M. .	4	590	87	13,821	1,261	Degrees in *Commerce, Education, Agriculture and Engineering* are also awarded.
3. Madras .	Affiliating and Teaching.	1857	A., Sc., Ed., L., M., Eng., Ag., Com., O., F.A.	26	(*a*)1,086	110	16,108	2,171	Degrees and Diplomas in *Oriental Learning* and *Economics* are also awarded.
4. Punjab .	Affiliating and Teaching.	1882	O., A., Sc., M., L., Ag., Com., Eng.	79	917	619	16,771	1,332	Faculty of *Arts* includes *Education.*
5. Allahabad .	Unitary .	1887	A., Sc., L., Com. .	108	..	1,659	..	404	Reconstituted in 1921.
6. Benares Hindu.	Unitary .	1916	A., Sc., O., Th., L. M.	208	..	2,419	..	159	....
7. Mysore* .	Teaching .	1916	A., Sc., M., Eng. & Tech.	303	..	2,781	..	384	Degrees in *Commerce* and *Education* are also awarded.)

8. Patna .	Affiliating .	1917	A., Sc., L., Edn., M., Eng.	..	340	..	4,547	387	....
9. Osmania* .	Teaching .	1918	A., Th., Sc., M., Eng., Ed., L.	120	44	549	259	78	....
10. Aligarh Muslim.	Unitary .	1920	A., Sc., L., Ed., Th.	80	27	584	339	323	There are Departments of Studies in various subjects instead of Faculties.
11. Rangoon .	Teaching .	1920	A., Sc., M., Eng., F., Ed.	(*b*)155	12	1,449	101	125	There are Boards of Studies in various subjects instead of Faculties.
12. Lucknow .	Unitary .	1920	A., Sc., M., L., Com.	112	8	1,648	61	283	Diplomas in *Education* and *Oriental Languages* are also awarded.
13. Dacca .	Unitary .	1921	A., Sc., L. . .	101	7	1,061	(*c*)81	203	Degrees in *Commerce* and *Education* are also awarded.
14. Delhi .	Teaching .	1922	A., Sc., L. . .	10	101	166	1,534	201	....
15. Nagpur .	Affiliating and Teaching.	1923	A., Sc., L., Ed., Ag.	5	116	222	1,825	183	....
16. Andhra .	Affiliating .	1926	A., Sc., M., Ed., O.	..	315	..	3,536	478	....
17. Agra . .	Affiliating .	1927	A., Sc., Com., L., Ag.	..	373	..	(*d*)2,637	621	....
18. Annamalai.	Unitary .	1929	A., Sc., O. .	63	..	569	..	28	....

* Situated in an Indian State outside British India.

† An "*Affiliating*" University is a University which recognises external colleges offering instruction in its courses of studies; a "*Teaching*" University is one in which some or all of the teaching is controlled and conducted by teachers appointed by the University; a "*Unitary*" University is one, usually localised in a single centre, in which the whole of the teaching is conducted by teachers appointed by and under the control of the University.

‡ *Faculties*:—A.=*Arts*; Ag.=*Agriculture*; Com.=*Commerce*; Ed.=*Education (Teaching)*; Eng.=*Engineering*; F.=*Forestry*; F.A.=*Fine Arts*; L.=*Law*; M.=*Medicine*; O.=*Oriental Learning*; Sc.=*Science*; Tech.=*Technology*; Th.=*Theology*.

§ The term "*Affiliated Colleges*" here includes all colleges affiliated to, associated with or recognised by a University of any type.

(*a*) Tutors, demonstrators and directors of physical training are excluded.

(*b*) This figure includes tutors, demonstrators, etc.

(*c*) Exclusive of 95 students from the Dacca Medical School who attended science classes at the University.

(*d*) This figure does not include the number of students in the intermediate classes of colleges.

General.—The number of recognised universities remained the same as last year, *viz.*, 16 in British India and two in Indian States. The preceding table gives some particulars about these universities. The following paragraphs deal briefly with the main developments that have taken place during the year under review.

Agra University.—The number of the affiliated colleges was 15. Recognition in additional subjects for the degree and post-graduate examinations was granted to seven colleges. The framing of statutes and regulations, though not yet complete, has made satisfactory progress. Geography has now been included in the list of optional subjects for the B. A. Examination. Provision has been made by the University for holding examinations in French and German for the benefit of students intending to go abroad for further study. Steps are being taken to deal with unemployment among students of the University. Plans and estimates for the University buildings have been prepared but a suitable site has not yet been obtained.

Aligarh Muslim University.—A gratifying feature of what was in many ways a difficult year was the refusal of the students to take part in political activities. Funds were provided by His Exalted Highness the Nizam of Hyderabad to create Chairs both in Chemistry and in Physics. The Department of Geography was reorganised during the year. New laboratories for chemistry, physics, zoology and botany departments have been designed. The Muslim University Training Corps has had a successful year.

Allahabad University.—Owing to interruptions during the earlier part of the year the work of the University was somewhat disorganised and the examinations had to be held later than usual. All students of the University without exception are now required either to reside in a college or hostel or to be under the supervision of university authorities. A scheme for the introduction of military science as an extra optional subject of study has been approved. The lectureships in philosophy and politics have been created subject to their being filled only when a grant is received from Government. During the year the extension of the Muir Hostel was completed.

Andhra University.—The University Amendment Act making Vizagapatam the headquarters of the University came into effect during the year. The university college of arts, in which honours courses in Telegu and history will be taught, will be opened during the next academic year. A scheme for the introduction of physical training is now in operation in some colleges and a scheme for compulsory medical inspection has been approved by the university authorities.

Annamalai University.—The first Intermediate and B. A. degree examinations were held at the end of the year under report and in the following year. Courses in Natural Science for the Intermediate Examination were to be started.

Benares Hindu University.—A sum of Rs. 51,000 was received from the Swetambar Jain Conference for a Chair of Jaini Philosophy and Religion. A development of the University is the Ayurvedic College in which provision has been made for instruction in Ayurvedic medicine and surgery.

Bombay University.—During the year two bills for the amendment of the Bombay University Act, 1928, were passed. The object of the first was to remove certain difficulties in holding elections to the various University bodies and to provide that the fellows representing the Legislative Council on the Senate shall hold office only for the duration of the Council electing them and thereafter up to the date of new elections in their places; the purpose of the second was to make provision for defining the territorial limits of the University. The Senate accepted responsibility for the physical training of college students and a Director of Physical Training was appointed. The number of Arts Colleges affiliated to the University was increased from 18 to 19 by the opening by Government of the Ismail College, Andheri.

Calcutta University—The report of the committee which was appointed to consider the Draft Bill for the reconstitution and reorganisation of the University was finally taken into consideration in March 1931. The report of the University Organisation Committee was submitted to Government together with a statement of the financial assistance required from Government. The number of University students showed a decrease of nearly 400. There were 17 lady students.

Dacca University.—Work was somewhat seriously interfered with owing to picketing and certain examinations had to be postponed. The new buildings for the Muslim Hall were completed. The total number of students decreased from 826 to 748.

Delhi University.—The number of students has risen from 1,549 to 1,638, chiefly in the intermediate classes. Of these only a little more than half belong to Delhi Province. The Commercial Intermediate College applied for permission to open degree classes and the Court of the University approved of the proposal. A valuable endowment received during the year was the sum of Rs. 34,000 which was presented by Sir Kikabhai Premchand to found a part-time Readership in Economics. The financial year under review closed with an improved cash balance.

Lucknow University.—The pass percentages of the B.A. and B.Sc. examinations of 1930 were not as good as in previous years—a result which in the opinion of the University is largely due to the poorer quality of students coming up from the intermediate colleges. A separate zoology block has been erected. During the year a new hostel accommodating 100 students was added to the Canning College and the hostels of the King George's Medical College were further enlarged. The compulsory scheme of physical training had to be modified owing to difficulties about discipline at the beginning of the session. As a temporary measure a new post

of Director of Physical Culture was sanctioned partly with the intention of inducing students to undertake new forms of exercises in physical culture on a voluntary basis. New diploma examinations were instituted for titles in Sanskrit.

Madras University.—Several of the laws of the University were revised so as to make them conform to the Amendment Act of 1929. The Regulations relating to the B.A. (Honours), B.Sc. and B.Sc. (Honours) degrees have been amended. At the examination of 1933 there will be no B. A. (Honours) degree examination in science subjects. The first B.Sc. (Honours) degree examination will be held in March 1933 and will provide for all science subjects. The question of introducing vernacular as a compulsory part of the B.Sc. degree course is under the consideration of the university authorities. The first B.A. degree examination with vernacular as a compulsory part under the new Regulations was held in 1931. A separate course of Electrical Engineering has been introduced in the course of study for the B. E. degree examination as distinct from the combined course of Mechanical and Electrical Engineering. The question of introducing higher degrees, like the Ph.D., M.Sc., D.Litt., is under consideration. It has been resolved to institute a diploma course in Indian Music. It is hoped that it will be possible to open the buildings for the Zoology and Bio-Chemistry departments by the beginning of 1932. The university has instituted a certificate course in Libraianship. The foundations of the new library building have been completed.

Nagpur University.—Six new endowments were created during the year under report. The late Rao Bahadur D. Laxminarayan of Kamptee made a bequest of nearly Rs. 34 lakhs for the teaching of Applied Science and Chemistry to Hindu students domiciled for not less than six years in the Central Provinces and Berar. The University arranged a series of popular extension lectures which were delivered mainly by members of the staffs of the colleges. The seventeenth session of the Indian Science Congress was held in Nagpur in January 1931; about 500 representatives attended.

Patna University.—The financial position of the University continues to be sound. The regulations for the Diploma in Education were revised, the course being divided into primary and secondary sections.

Punjab University.—During the year under review a university professorship of history was created. The scheme for the institution of an Honours School in history after the Intermediate examination has been approved. The University has assumed responsibility for the preparation of students for the Government diploma in Accountancy and an examination for a diploma in conveyancing and deed-writing has been instituted. A committee has been appointed to work out a detailed scheme of vocational subjects which may be taken in the Intermediate examination. The question of introducing journalism into the B.A. examination has also been referred to this committee. Steps have been

taken to frame regulations to institute an examination for the degree of Engineering. 36 extension lectures, including six exclusively for women, were arranged at different centres.

Rangoon University.—Attendance at the colleges decreased by one hundred, partly owing to inability to pay fees. At the end of the year the education department of the University College ceased to exist and its work was taken over by the new University Training College.

The Inter-University Board.—It is a matter for regret that the Rangoon University was compelled to resign membership of the Board as it felt that, owing to its situation, it could not take any effective part in the Board's activities. Universities were addressed on the question of unemployment among graduates but considerable difficulty was felt by many of the universities in supplying the statistics asked for. The Board has published in its report the forms used by the various universities to record the results of medical inspections. Statistics were also collected to show the ratio between the number of students and teachers. Favourable replies were received from Provincial Governments regarding facilities to be given to *bonâ fide* students to have access to official records. The question of forming a Central Advisory Board of Scientific Research was again taken up and a circular was sent to all Indian universities regarding research work in science during the last five years. It was proposed to forward a detailed scheme for consideration by the Government of India. A new edition of the Handbook of Indian Universities and two Bulletins were published during the year under review. The work of the Board continued to increase and it may be necessary at no distant date to consider the question of the appointment of a full-time Secretary. The finances of the Board continued to be satisfactory.

University Training Corps.—In the Central Provinces the total strength of the corps was 289. Little could be done in the way of general training at the beginning of the year owing to the dislocation of work caused by the civil disobedience movement An intensive short course for the training of N. C. Os. was held later in Nagpur. In Madras the corps was again at full strength. The annual camp was well attended. At Lucknow the number of N. C. Os. and men dropped from 148 to 61 in August 1930. As the annual camp could not be held, training was seriously handicapped. In Bombay the corps had on its rolls 663 as compared with 622 in the preceding year. No difficulty was experienced in finding recruits. 648 attended the annual camp.

Intermediate Education.—In Bengal there were four intermediate colleges under the Board of Intermediate and Secondary Education, in addition to three Islamic intermediate colleges at Dacca, Chittagong and Serajganj. In the Punjab the number of Government intermediate colleges remained as before, but one private institution at Ambala ceased to exist. The Inspection Committee for Government Intermediate Colleges is now well

established and has arranged for a biennial inspection of each college. In the United Provinces intermediate colleges are of three kinds, those with intermediate classes only, those with intermediate and high school classes and those with classes from the upper primary stage to the intermediate. The number of these colleges was the same as last year, *i.e.*, 30 and the enrolment increased by 72 to 4,878.

Statistics.—The following four tables show the results of examinations conducted by the universities and provincial boards of secondary and intermediate education and give the number of graduates and undergraduates in the different provinces of British India. These tables have, as usual, been reproduced from the Statistical Abstract for British India for the year 1930-31.

(a) *Number of undergraduates in institutions controlled by Provincial Boards of Education in 1930.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(*a*)1,136	..	..	1,136
United Provinces	4,043	..	624	5,567
Rajputana (including Ajmer-Merwara), Central India and Gwalior (*b*).	421	..	21	442

(*a*) Includes figures for Islamic Studies, Dyeing and Commerce.
(*b*) Figures for 1930-31.

(b) *Number of University Graduates and Undergraduates.*

Province.	Year.	Number of Graduates in								Number of Undergraduates in					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.		Oriental Languages and Literature.	Other Faculties.	
Madras	1916-17	1,243	184	16	15	107	..	..	..	9,625	259	30	..	..	11,479
	1921-22	1,176	340	44	15	256	..	..	..	8,425	381	144	..	..	10,781
	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,931
	1930-31	2,101	298	77	14	266	..	31	..	17,041	641	247	915	135	21,766
Bombay	1916-17	673	158	78	47	32	26	30	..	4,702	644	189	..	305	6,884
	1921-22	775	303	132	35	29	31	46	..	4,478	1,340	174	..	315	7,667
	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,497
	1930-31	1,005	432	124	89	59	55	53	..	8,406	687	275	..	478	11,783
Bengal	1916-17	2,233	488	125	6	50	..	..	..	17,866	984	78	..	..	21,830
	1921-22	2,726	504	148	12	86	..	..	..	16,851	1,667	63	..	257	22,314
	1926-27	2,243	786	263	27	109	61	..	..	24,382	(a)	(a)	..	46	27,917
	1930-31	3,069	498	229	20	151	94	..	..	17,235	1,1.6	202	..	25	22,699
United Provinces	1916-17	675	649	51	..	35	..	11	..	4,537	137	..	..	37	6,132
	1921-22	995	416	44	..	108	..	5	..	4,803	314	94	199	475	7,453
	1926-27	1,664	709	37	81	125	97	..	..	3,685	221	223	316	184	7,402
	1930-31	2,165	737	55	77	155	116	32	..	4,218	3.7	338	383	353	9.016
Punjab	1916-17	612	69	16	..	40	..	..	..	1,362	76	..	625	..	2,800
	1921-22	745	199	56	..	43	..	14	1	4,147	377	..	96	222	5,900
	1926-27	894	176	44	..	69	..	30	..	7,037	555	..	..	160	8,965
	1930-31	1,273	175	41	..	63	29	41	..	9,842	418	..	9	988	12,879
Burma	1916-17	53	..	..	..	..	..	..	..	682	..	..	..	..	735
	1921-22	69	17	..	..	..	..	..	..	214	..	..	..	144	444
	1926-27	92	19	..	..	..	..	..	..	1,251	65	41	..	8	1,479
	1930-31	129	35	..	..	..	..	..	..	1,275	76	69	..	15	1,579
Bihar and Orissa	1916-17	232	25	..	..	6	..	..	..	2,53	..	..	..	..	2,797
	1921-22	265	72	..	..	16	..	..	..	3,272	..	..	..	15	2,620
	1926-27	557	228	6	..	30	..	..	..	3,511	153	71	..	..	4,3.6
	1930-31	443	189	17	30	..	..	..	..	3,479	229	112	..	..	4,529
Central Provinces and Berar	1916-17	118	145	..	..	23	..	..	..	903	.	..	..	..	1,279
	1921-22	77	87	..	..	24	..	..	..	5.7	..	..	..	..	785
	1926-27	165	55	.	..	22	..	..	..	1,192	..	..	..	37	1,471
	1930-31	224	84	..	..	27	..	9	..	1,610	..	..	..	111	2,065
Assam	1916-17	50	9	..	..	..	..	..	..	710	..	..	..		793
	1921-22	119	4	..	..	..	..	..	..	8.9	..	..	..		966
	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..		1,142
	1930-31	151	17	..	..	..	..	..	..	1,159	..	..	..		1,327
Delhi	1916-17	27	..	..	..	..	..	..	..	118	..	..	..		1 5
	1921-22	75	..	.	..	..	..	..	..	5.6	85	.	..		71 5
	1926-27	130	46	..	..	..	..	..	..	1,140	..	..	..		1,519
	1930-31	230	38	10	..	..	..	..	..	1,510	..	..	..		1,788
Other Minor Administrations	1916-17	18	1	..	..	1	..	..	..	199	..	..	..	..	219
	1921-22	21	..	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	1	2	..	..	..	..	..	900	..	..	..	..	986
	1930-31	100	..	6	..	15	..	..	..	542	..	..	..	..	663
Total of all Provinces	1916-17	5,954	1,7.2	286	68	294	26	41	..	43,358	2,100	297	625	3.2	57,033
	1921-22	7,046	1,940	424	62	56.	31	65	1	43,411	4,173	475	2.9	1,1 5	5..10
	1926-27	7,887	2,572	611	196	570	215	79	..	62,050	2,731	790	316	9 .	79,065
	1930-31	10,950	2,563	589	230	736	294	166	..	66,357	3,014	1,.13	1,307	2.1 .	30,0 94

(a) Infor ation not available.

NOTE.—Figure for undergraduates generally relate to the Calendar year.

(c) *Results of Examinations in Arts*

Nature of Examination.	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allahabad.	Lucknow.	Benares Hindu.	Agra.	Annamalai.
Matriculation.										
Number of candidates .	47	19	(a)10,695	17,682	..	..	..	1,021	..	..
,, passes . .	10	5	(a)6,233	12,038	..	..	..	482	..	..
Percentage of passes .	21·3	26·3	(a)58·27	68·1	..	..	..	47·0	..	..
Intermediate Arts.										
Number of candidates .	(b)5,540	(b)2,544	1,539	3,580	..	..	..	286	..	(b)118
,, passes . .	(b)1,975	(b)787	838	1,681	..	..	..	165	..	(b)52
Percentage of passes .	(b)35·6	(b)30·9	54·45	47·0	..	..	..	57·6	..	(b)44
Intermediate Science.										
Number of candidates .	..	..	1,035	3,284	..	..	..	232	..	..
,, passes . .	..	..	528	1,710	..	..	..	85	..	..
Percentage of passes .	..	..	51·01	52·1	..	..	..	36·6	..	..
Bachelor of Arts (Honour).										
Number of candidates .	232	..	356	532	67	49	10	9	..	55
,, passes . .	207	..	312	434	38	43	9	1	..	48
Percentage of passes .	89·2	..	87·64	81·6	56·7	87·8	90·0	11·1	..	87·3
Bachelor of Arts (Pass).										
Number of candidates .	3,201	1,368	776	2,690	196	463	260	203	561	48
,, passes . .	1,264	488	364	1,506	117	329	211	99	296	31
Percentage of passes .	39·5	35·7	46·90	56·0	59·7	71·1	81·15	87·6	52·8	64·6
Bachelor of Science (Honours).										
Number of candidates .	..	..	..	174	27	24	8	8	..	..
,, passes . .	..	..	..	120	13	21	6	1	..	..
Percentage of passes .	..	..	..	69·0	48·1	87·5	75·0	12·5	..	..
Bachelor of Science (Pass).										
Number of candidates .	..	..	395	668	70	169	79	101	172	..
,, passes . .	..	..	277	412	35	119	55	58	107	..
Percentage of passes .	..	..	70·12	61·7	50·0	70·4	69·62	57·4	62·2	..
Master of Arts.										
Number of candidates .	161	..	99	449	64	92	96	42	92	..
,, passes . .	88	..	74	296	57	80	93	40	76	..
Percentage of passes .	54·7	..	74·74	65·9	89·1	87·0	96·87	95·2	82·6	..
Master of Science.										
Number of candidates .	6	..	25	204	36	(f)100	21	26	19	..
,, passes . .	2	..	24	117	30	78	19	24	16	..
Percentage of passes .	33·3	..	96·00	57·3	83·3	78·0	90·47	92·3	84·2	..

(a) The Bombay University does not hold a Matriculation Examination. A school leaving examination
(b) Represents figures for
(c) The number cannot be stated as the candidates may at their
(d) Includes figures for
(e) Includes candidates who appeared for the
(f) Represents figures for both.

and Science of Indian Universities, 1931.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
									Matriculation.
198	17,817	..	..	4,688	..	..	690	52,857	Number of canddates.
102	11,228	..	..	1,783	..	..	220	32,101	,, passes.
51·5	63·0	..	..	38·0	..	..	31·9	60·73	Percentage of passes.
									Intermediate Arts.
141	3,029	371	(*d*)456	1,054	376	454	(*b*)225	19,713	Number of candidates.
67	1,331	194	(*d*)215	448	221	152	(*b*)124	8,250	,, passes.
47·5	43·9	52·3	(*d*)47·1	42·5	58·7	33·5	(*b*)55·1	41·85	Percentage of passes.
									Intermediate Science.
103	1,616	142	..	521	209	704	..	7,846	Number of candidates.
39	648	53	..	197	128	159	..	3,547	,, passes.
37·8	40·1	37·3	..	37·8	61·2	22·3	..	45·21	Percentage of passes.
									Bachelor of Arts (Honours).
5	269	34	15	151	..	..	..	1,784	Number of candidates.
1	99	33	(*e*)15	72	..	..	..	1,312	,, passes.
20·0	36·8	97·1	100·0	47·7	..	..	..	73·54	Percentage of passes.
									Bachelor of Arts (Pass).
207	2,071	170	127	730	348	(*c*)	(*b*)127	13,546	Number of candidates.
106	1,089	107	58	244	146	260	(*b*)59	6,774	,, passes.
51·2	52·6	62·9	47·7	33·4	41·9	..	(*b*)46·5	50·01	Percentage of passes.
									Bachelor of Science (Honours).
6	3	..	16	13	..	..	..	279	Number of candidates.
1	..	..	(*e*)16	5	..	..	..	183	,, passes.
16·7	..	..	100·0	38·5	..	..	..	65·59	Percentage of passes.
									Bachelor of Science (Pass).
43	118	36	76	62	76	(*c*)	..	2,065	Number of candidates.
30	83	21	36	26	37	46	..	1,342	,, passes.
69·8	70·3	58·3	47·4	41·9	48·7	..	..	64·99	Percentage of passes.
									Master of Arts.
52	249	43	3	80	36	54	8	1,620	Number of candidates.
26	132	34	3	61	33	42	8	1,143	,, passes.
50·0	53·0	79·1	100·0	76·3	91·6	77·8	100·0	70·56	Percentage of passes.
									Master of Science.
10	42	..	1	19	8	2	7	526	Number of candidates.
6	25	..	1	7	8	2	6	365	,, passes.
60·0	59·5	..	100·0	36·8	100·0	100·0	85·7	69·39	Percentage of passes.

is held by a special Board constituted jointly by the University and Government.
both Arts and Science.
option take the examination as a whole or appear by parts separately.
Intermediate Science.
Honours Examinations but were awarded Pass Degrees.
'final" and "previous" examinations.

(d) *Results of examinations conducted by Provincial Boards of Education, 1931.*

Nature of Examination.	Madras S.S.L.C. Board.	Dacca Intermediate and Secondary Board.	United Provinces High School and Intermediate Board.	Burma English, and A. V. and Secondary Board.	Central Provinces High School Board.	Hyderabad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.	Rajputana (including Ajmer-Merwara), Central India and Gwalior High School and Intermediate Board.
High School or Leaving certificates.								
Number of candidates .	(*a*)	385	9,083	3,219	2,023	616	1,746	420
,, passes . .	6,872	254	5,130	1,263	1,084	342	1,089	181
Percentage of passes .	..	66·0	56·6	39·2	53·58	55·5	62·3	43·1
Intermediate Arts.								
Number of candidates .	..	(*b*) 223	(*d*) 2,816	..	..	..	..	209
,, passes . .	..	128	(*d*) 1,621	..	..	..	..	78
Percentage of passes .	..	57·4	56·9	..	..	..	..	37·3
Intermediate Science.								
Number of candidates .	..	(*c*)160	..	..	..	..	..	(*c*)44
,, passes . .	..	85	..	..	..	..	..	27
Percentage of passes .	..	53·1	..	..	..	..	..	61·3

(*a*) Complete information not available.

(*b*) Excludes 80 candidates (of whom 51 passed) in Intermediate examination in Islamic Studies.

(*c*) Excludes 28 and 30 candidates (of whom 15 and 17 passed) in Intermediate examination in Dyeing and in Commerce, respectively.

(*d*) Includes figures for Intermediate Science.

(*e*) Excludes 3 candidates (of whom 2 passed) in Intermediate examination in Commerce.

(b) *Other education.*

Indian Students abroad.—The Education Department of the office of the High Commissioner for India continues its useful work as a liaison between Indian and British educational institutions and as guide and friend to Indian students and their guardians. During the year under review 377 students were formally under the charge of the Department. The total number of admissions arranged to institutions of various kinds was 526. In collaboration with the Indian Stores Department, the Education Department continues to make arrangements for placing students in factories and works for training in engineering and technology, and, in spite of the difficulties in obtaining suitable openings owing to the depression in trade, most of those who were desirous of obtaining practical training were given the necessary facilities. The total number of requests received was 228 and 149 of these were ultimately successful. Mechanical and electrical engineering were the favourite choices. The total number of Government scholars and other special students under the supervision of the Department was 265, and twenty-four students were placed under the care of the High Commissioner and of the local advisers of the various university centres; similarly at Oxford, Cambridge and Edinburgh 21, 11 and 7 students respectively were under the control of university authorities. Social and welfare work was carried on successfully during the year under review. Though for various reasons the number of new arrivals was considerably less than in preceding years, it is satisfactory to note that the hostel at Cromwell Road achieved its highest record in the number of individuals accommodated, *i.e.*, 437. During the year arrangements were made for meeting women students on arrival in the country and accommodation was provided for those who applied for it in good time. As for academic success, it is gratifying to note that no fewer than 215 first degrees were obtained, including sixteen with first class honours and over 250 students were awarded diplomas in such subjects as education, engineering and medicine. Among post-graduate students five obtained the degree of D.Sc., 42 that of Ph.D. and 11 that of M.Sc. From this it can be seen that the general standard of work is being maintained at a high level. Improvement is also to be seen from the fact that the number of students who leave India with satisfactory qualifications is on the increase. Two important points are again emphasised in the report of the Head of the Education Department at India House; first the desirability of adequate medical examination of Indian students before they proceed abroad, and, secondly, the necessity of being provided with sufficient funds. Students, too, are advised not only to make sure that their qualifications are satisfactory but also to make up their minds before leaving India as to what course they intend to take on arrival in England.

It is of interest to note that 612 Indian students were on the books of the Inns of Court on the 31st March 1931. The total number of Indian students abroad was 2,106 as against 2,123 in the

previous year. The distribution of these students is given below:—

1. Great Britain and Ireland—		
England	1,548*	
Wales	31	
Scotland	230	
Ireland	40	
		1,849
2. Europe—		
Germany	51	
Switzerland	4	
Austria	1	
		56
3. United States of America		201
TOTAL		2,106

Indian Institute of Science, Bangalore.—The Institute imparts instruction in the following four departments:—General and Inorganic Chemistry; Organic Chemistry; Biochemistry; and Electrical Technology. The total number of students and other workers during the year was 133, of whom 61 held Institute scholarships, 5 held research studentships and 9 were short-time workers. Several provincial Governments and Indian States maintained scholars at the Institute, the numbers being as follows:—Madras—17; Bombay—4; Central Provinces—6; Mysore—7; and the Andhra University—1. Research Fellowships of Rs. 200 per month, for encouraging advanced workers who have shown high attainments and proved capacity for research, have been instituted in pursuance of a resolution of the Council of the Institute. A Quinquennial Reviewing Committee was appointed by His Excellency the Viceroy in his capacity as Visitor of the Institute to review the working and progress of the Institute during the past five years. The report of the Committee was not published until after the close of the year. The total income for the year under review was Rs. 5,94,384 as compared with Rs. 6,06,678 in the previous year. Towards this, the Government of India contributed Rs. 1,50,000; the Government of Mysore 50,000; the Government of His Exalted Highness the Nizam of Hyderabad Rs. 10,000; the Government of Madras Rs. 5,000; and the Government of the Central Provinces Rs. 2,000. The expenditure amounted to Rs. 5,40,711 as against Rs. 5,95,441 in 1929-30. Dr. M. O. Forster continued to be the Director of the Institute but, during his absence on leave, Dr. H. E. Watson officiated for him.

* There were, in addition, 83 part-time or occasional students.

III.—Secondary education.

Statistics.—The number of secondary schools of all kinds rose by 429 to 13,581 and their enrolment by 40,203 to 2,286,411. These figures include pupils who were reading in the primary classes of high and middle schools and numbered over 1,166,000. On the other hand, they do not include some 2,000 secondary scholars enrolled in the high school or matriculation classes of the Intermediate colleges. The actual number of pupils in secondary (*i.e.*, high and middle) stages was 1,122,142 only as shown in the statement given below:—

Institutions.	Number of Secondary Scholars.			
	In Institutions for Males.		In Institutions for Females.	
	1931.	1930.	1931.	1930.
Intermediate Colleges	1,768	1,801	128	150
High Schools	639,237	636,286	37,894	35,422
Middle Schools	423,406	399,731	19,584	16,957
Primary Schools	91	51	34	19
Totals (In Institutions for Males)	1,064,502	1,037,869		
Totals (In Institutions for Females)	57,640	52,548	57,640	52,548
Total Scholars	1,122,142	1,090,417		

Expenditure.—The total expenditure on secondary schools of all kinds was Rs. 8,37,38,989. This was distributed as follows:—

	Rs.
Expenditure on—	
High Schools for males	4,73,34,242
High schools for females	71,90,197
Middle schools for males	2,50,29,232
Midle schools for females	41,85,318
Total	8,37,38,989

The average annual cost per scholar from all sources was Rs. 53-0-2 in a high school for boys; Rs. 91-15-3 in a high school for girls; Rs. 20-2-11 in a middle school for boys; and Rs. 36-1-4 in a middle school for girls. The corresponding figures of cost from Government funds were Rs. 16-13-4, Rs. 39-8-4, Rs. 7-12-0, and Rs. 14-14-1, respectively.

General.—With the increase in the number of trained teachers, the standard of instruction, at any rate in Government institu-

tions, is slowly rising. At the same time, it is disappointing to read in the reports of Directors of the same defects as in the past. Over-crowded classes and insufficient equipment combined with apathy on the part of the teacher in far too many schools conduce to inefficiency. Especially bitter are the complaints about bad correction of written work, unjustifiable promotions and faulty supervision. In some provinces little progress seems to have been made, for in Bengal the Director writes " the condition of secondary education continues to be unsatisfactory. Weak schools under private management have been still weaker. Salaries are in arrears in many schools and teachers are underpaid ". On the other hand, from the North-West Frontier Province a general improvement, especially in the organisation of teaching work, is reported. As far as the subjects of the curricula are concerned, not much in the way of general improvement is reported, except in the teaching of Geography, and even in this subject there is a paucity of good teachers, though the Aligarh Muslim University is doing much to meet the need for specialists in the subject. As for English, the Director of the United Provinces says " In the higher sections the standard of English continues to show signs of deterioration ". He attributes the neglect of spoken English to the abolition of the oral test in the High School examination. In village schools the demand for English education is increasing, especially in Bombay, but the teaching is inefficient and the standard low. In the Central Provinces, too, one hears that " the teaching of English in vernacular middle schools can scarcely be called a success ". Most of the teachers are untrained and the standard of instruction is inferior. Teaching of science suffers, especially in aided schools, from lack of funds and the large size of classes which militate against satisfactory teaching in that subject.

Teachers.—In the United Provinces only 34 per cent. of the teachers in aided schools are trained. Though teachers are willing to go for training and managers are often ready to depute them, there is not sufficient accommodation in the training college to take in all those who wish to go. In Government schools Inspectors complain of indolence due largely to a feeling of security and to a lack of careful supervision by headmasters. In aided schools efficiency suffers owing to a lack of security of tenure and to continued interference by managing bodies, a state of affairs which is indeed common in every province. In Bombay only 17 per cent. of the total number of teachers are trained; 42 per cent. were graduates. In non-Government schools the percentage of trained teachers is lamentably low and it is difficult to see how the supply of trained men can be materially increased, as the accommodation in the Secondary Training College is so limited. The pay of graduates in aided institutions is as a rule poor, as little as Rs. 40 a month being the starting salary in some schools. " Schools are run on commercial lines . . . The irony of the situation is that people insist on a professional qualification for every kind

of employment except that of a teacher." From the Central Provinces it is reported that the percentage of trained teachers in Secondary Schools increased from 64·6 to 65·9. In the Government schools the number of untrained teachers was remarkably small.

Medium of instruction.—There seems to be no doubt that the use of the vernacular as the medium of instruction and examination is increasing and will continue to do so. Bengal reports that as a result of the new Secondary School curriculum the use of the vernacular as the medium has been extended. In Bombay at the Matriculation examination papers in History and Second Language can be answered in the vernacular. In the examination of 1931 about 60 per cent. of the candidates availed themselves of this concession. The question of extending this option to all other subjects in this examination is being considered by the University. In the United Provinces the use of Hindi or Urdu has been allowed in all schools which have applied for the necessary permission. The number of schools using the vernacular as the medium in High School classes last year was 42, but the quality of the vernacular used is not always good, as too often it is a mixture of Hindi, Urdu and English. Inspectors continue to complain that the standard of written and spoken English has deteriorated since the change of medium was introduced. In Madras during the year under report 69 schools presented candidates who answered papers in certain non-language subjects through the medium of the vernacular.

Experiments.—For many reasons it has not been possible during the year under report to do much in the way of experimental work. In Bengal the supervised study plan which was being tried in the Jalpaiguri Zilla School was not a success and has been abandoned. Some of the High Schools in the Rajshahi Division have adopted a new method of teaching English, as devised by Dr. West. In one school experiments in the Dalton plan were abandoned as the guardians were not satisfied with it. The project method is in operation in a few schools but cannot be said to have proved popular. In the United Provinces work of this nature has been hampered by political distractions, but a few schools in the Rohilkhand Division are experimenting with the Dalton plan, which continued to be in operation at the Government High School, Agra. In Assam the same plan is being successfully carried out in the Sylhet Government High School; other experiments, however, in Assam had to be abandoned, as the results were not commensurate with the labour involved.

Physical Training.—There is no doubt that the importance of physical training is being more and more recognised throughout the country, but progress is being hampered by the lack of funds, the dearth of trained teachers and the insufficiency of playing-grounds and apparatus. In the Central Provinces under a new scheme thirteen instructors trained at the Spence Training College, Jubbul-

pore, were sent to Government high and normal schools. In the United Provinces the lack of competent teachers is seriously felt, but something has been done by provincial superintendents who conducted classes at various centres. The headmasters of the anglo-vernacular schools are doing their best to make physical training compulsory. Reports from the North-West Frontier Province and Burma are encouraging; in the latter an extensive programme for the training of teachers was conducted and over one thousand teachers attended training courses varying in length from twelve days to six weeks. In Bengal, there is a general awakening to the importance of the subject but progress is slow. The training classes for women teachers continue to be held. Administrative approval of Government was accorded to the establishment of a centre at Calcutta for training physical instructors at an annual cost of Rs. 15,000. In Madras, the physical directors who were trained at the Y. M. C. A. School, Madras, have been posted to colleges. The Assistant Physical Director continued his inspection work and also conducted a refresher course for the physical training instructors of South Malabar. Training of men for the Government Certificate course and for the Physical Director's Diploma was continued at the National Y. M. C. A. School of Physical Education, Madras. Bombay reports that owing to the lack of funds no action could be taken on the recommendation of the Physical Training Committee.

Discipline.—Owing to the civil disobedience movement, discipline was for a short time seriously affected but the trouble was far from being either as serious or prolonged as during the non-co-operation times, ten years before. Indeed it was surprising how quickly in most places the storm blew over. At the same time the flouting of discipline and the disregard of parents and teachers, which were so frequently evident, make one wonder whether the lessons of discipline have been to any appreciable extent absorbed by the youth of the country. In the Punjab discipline was, on the whole, satisfactory and was better among the boys than among their preceptors. In the Central Provinces schools were seriously affected at the beginning of the year by the civil disobedience movement and eighteen government high schools and four government anglo-vernacular schools had to be closed; in aided schools there were continual *hartals*. From the United Provinces it is reported that the civil disobedience movement " took the form of organised noisy demonstrations which interrupted work and encouraged boys to defy their parents and teachers..... In some institutions instructions were issued to the managing bodies by soviets of school boys ". In spite of all this a good deal of courage was shown by headmasters and the majority of teachers did well. In Bombay, the year was one of great strain, especially in Bombay itself where children were forcibly prevented by the mob from attending school. Frequently trouble was caused by hoisting Congress flags on school buildings and by *hartals*. In the North-West Frontier Province very few schools were seriously affected. In Bengal, determined

efforts were made to keep pupils from school, almost everywhere, but no Government institutions and very few aided schools had to be closed. In his report the Director says, " The respect for authority and cheerful spirit of obedience, which characterised students in by-gone days, have given way to impatience of discipline and disregard of academic authority. It is lamentable that the old confidence and trust between teacher and taught should have been so impaired during the year under review at the instance of political agitators and irresponsible and unthinking disturbers of civil order ".

Hostels.—In almost every province the number of pupils residing in hostels showed a decrease during the year under review. Owing to lack of funds little advance has been possible and one reads the same complaint as in former years of over-crowding and unhealthy surroundings. The congestion is so acute in some places in the United Provinces that class-rooms are being used as dormitories at night.

Medical inspection.—Progress has been hampered by the shortage of funds and the continued indifference of parents. Something more, however, might be done by school authorities in the way of co-operation with the guardians in the interest of the children under their charge. In Assam, Government is considering a circular issued by the Calcutta University advising headmasters to arrange for the medical inspection of pupils at a fee of eight annas per head per annum. In the United Provinces schools have now to be inspected by officers of the Public Health Department, but it is too early to judge the results. In many schools boys were trained in first aid and hygiene. The North-West Frontier Province reports satisfactory progress largely owing to " healthy co-operation of school authorities with medical inspectors ". 11,000 pupils received treatment out of 17,000 recommended. Teeth, tonsils and enlarged spleen accounted for many of the cases. In Bihar and Orissa, several district boards have arranged for inspections of middle schools under their control. In Madras, nearly 800 medical men and women were employed in the medical inspection of schools but there is still a need for ' a central staff to review and co-ordinate ' the work done and for adequate facilities for the treatment of children suffering from diseases. In the Punjab lack of funds prevented the carrying out in full of the recommendations made by the committee which sat in 1930. Some suggestions, however, have been put into effect.

Manual Training.—In the Central Provinces, there were 17 centres as in the previous year. The need for skilled inspection is much felt. In Bihar and Orissa, the subject is popular but owing to the lack of funds new schools cannot be opened. Good reports have been received of the progress made in teaching such subjects as agriculture, weaving and carpentry in middle schools. In the Punjab a definite attempt has been made to make prospective

village school masters 'examples of self-sufficiency and self-reliance' and they practise crafts of great variety. As the Director says, ' the development of these activities forms a valuable feature of the training imparted in the normal schools..... and serves to enlarge the life and environment of the scholars '. In Madras, there were 304 manual training classes as against 264 classes in the previous year. There were, in addition, 44 classes attached to the elementary schools of the Madras Corporation. As manual training is now compulsory for high school pupils the number of high schools introducing manual training is steadily increasing. In the United Provinces, manual training has been introduced as an optional subject in the vernacular middle schools ' to give their curriculum a vocational bias and to relate it more closely to the life of the people in rural areas '. The number of classes during the year under review was 29. Any increase is at present impossible owing to the amount of money required to start them and to keep them going. In Bengal, 35 high and middle English schools had arrangements for giving manual instruction.

IV.—Primary education (Boys).

Statistics.—The number of primary schools for boys decreased by 456 to 172,230, but their enrolment increased by 83,708 to 8,114,480. These figures do not include the pupils who were reading in the primary classes of secondary schools for boys; the number of such pupils was 1,030,889 of whom 214,179 were in high schools and 816,710 in middle schools. The number of pupils in the primary stages in boys' schools was thus over 9 millions out of a total of over $10\frac{1}{2}$ millions of scholars in institutions of all kinds for boys (including the universities). The number of primary schools fell in the Madras Presidency, the United Provinces, Bihar and Orissa and the Central Provinces and, with the exception of Madras, the number of pupils also shows a considerable decrease in all these provinces. The main causes of this decrease are laxity of discipline due to the civil disobedience movement and the general economic depression. The inelastic resources of local bodies are also responsible to some extent for this fall in the number of primary school pupils.

Wastage.—The table given below indicates the extent of wastage in primary schools of all kinds. The figures show some improvement over those of the previous year and may be regarded as showing that, to some extent at least, the stubborn malady of stagnation of educational effort in the lower primary classes is at last yielding to treatment. Notwithstanding this, it is clear from the figures that the position is far from satisfactory. The chief reason for this, says the Director, Assam, is that in too many schools " the majority of our teachers do not understand how to handle a number of children in different stages of advancement, how to deal

with the slower witted, how to grasp a child's difficulties and solve them for him, in a word have not been trained how to teach ".

Class.	Number of Pupils.			Wastage.	
	1928-29.	1929-30.	1930-31.	1929-30.	1930 31.
I . .	5,563,353	5,661,836	5,266,579	..	..
II . .	1,883,936	1,952,088	2,124,478	3,611,265	3,537,358
III . .	1,315,060	1,367,470	1,481,090	516,466	470,998
IV . .	857,409	899,619	998,097	415,441	369,373
TOTAL .	9,619,758	9,881,013	9,870,244	..	..

N.B.—These figures are for both Boys' and Girls' Schools; separate figures for Boys' S chools are not available.

Administration.—In Bombay all district local boards, except two, have taken over control of primary education and, in spite of difficulties of various kinds, the Director reports that " on the whole the administration of the Primary Education Act is proceeding with increasing smoothness and harmony ". It is evident, however, from the various reports that before any substantial advance in the quality of general administration can be effected, local bodies will have to take their responsibility more seriously. " What is wanted in the responsible bodies ", says the Director of the Central Provinces, " is a change of outlook which will make itself manifest in the greater appreciation of the necessity of entrusting, subject to their general control, the administration of their educational systems to skilled and responsible committees or officers ". As in previous years, from many provinces it is reported that local bodies are still disinclined to raise money for educational purposes by taxation. There was, however, some improvement in certain provinces in respect of the control of sums placed at the disposal of local boards for educational purposes. In many parts there is a general feeling that there should be more consolidation and concentration of elementary schools. The Director of the Punjab, for example, writes, " it is time that local bodies realised that a more useful and economical way of advancing literacy lies in filling up existing institutions and in eliminating too closely situated and poorly attended schools rather than in unnecessarily adding to their number ". This problem, too, has been engaging the attention of the educational authorities in Madras. In this province the temporary post of Deputy Director of Public Instruction in charge of elementary education was continued for a further period of two years.

Instruction.—According to the Director, Madras, " it is gradually being realised that while there has been a rapid quantitative advance, the quality of the output from the schools has by no means been equally satisfactory ", and similar observations are

found in the reports from other Provinces. Little advance seems to have been made in the quality of instruction, though, in the Punjab at any rate there are some signs of improvement. " Teaching ", says the Director, " especially the infant class, is receiving particular attention, and with the introduction of the play-element has been steadily growing in attraction. Ruralisation of instruction is reported to be making satisfactory progress in some districts." Complaints, however, of bad equipment, unsatisfactory supervision and apathetic teachers are common; especially disappointing is it to find that so many teachers rapidly forget or fail to put into practice the lessons learned in the institutions where they were trained. The difficulties in the teachers' way are of course considerable. " Cases of a single teacher managing a school with 60 pupils are not rare ", says the Director, Assam. In the United Provinces, " a teacher has often to teach simultaneously three classes in both vernaculars, Hindi and Urdu ". In some provinces the number of transfers of teachers has reached alarming proportions, with the result that efficiency inevitably suffers. It is interesting to note that the double shift system, which was introduced into five primary schools in Bengal, continued to work satisfactorily. On the other hand, in Bombay where the system was adopted mainly on economic grounds, certain local authorities are trying to abolish it, as they find that it is unpopular both with the parents and the teachers.

Teachers.—The number of trained teachers is still below 50 per cent. in Bombay. In the Punjab, where the average number of enrolled pupils per teacher is 33·8, there was a slight increase, the percentage of trained teachers being 66. In the Central Provinces the position is satisfactory, except in Berar, as far as Municipal schools are concerned, but in private aided schools much yet remains to be done. In Bihar and Orissa the number increased from 16,991 to 17,705, and in the North-West Frontier Province from 56 per cent. to 59 per cent. In the United Provinces 75 per cent. of the teachers are qualified.

Buildings.—Little progress has been made in remedying the deficiencies pointed out in the reports of former years, except in one or two provinces such as the North-West Frontier Province where very fair progress is reported, and in Bihar and Orissa where a number of steel framed buildings were completed during the year. From all quarters come complaints about rented buildings which are only too often dilapidated and insanitary. In Bombay, of the District Local Board schools for boys only 27·2 per cent. are held in their own buildings. In the United Provinces, most of the buildings are far from satisfactory; " borrowed sheds and shady trees are still very often used for school purposes ". Indeed, it is clear from all the reports that little can be done till financial conditions improve.

Compulsory education.—The following table compares, for the years 1930 and 1931, the number of urban and rural areas in which compulsion has been introduced. It shows unmistakably that,

although some progress has been made, the movement for the introduction of compulsory primary education has made but little real headway, at any rate during the last year.

Progress of Compulsory Primary Education, 1930-31.

Province.	Acts.	Areas under "Compulsion."			
		1930.		1931.	
		Urban areas.	Rural areas.	Urban areas.	Rural areas.
Madras	Elementary Education Act, 1920.	Towns. 25	Villages. 206	Towns. 25	Villages. 206
Bombay	Primary Education (District Municipalities Act, 1918).	4	..	4	..
	City of Bombay Primary Education Act, 1920.	1	..	1‡	..
	Primary Education Act, 1923	5	150	5	150
Bengal	Primary Education Act, 1919	1	..	1	..
United Provinces	Primary Education Act, 1919	36	..	36	..
	District Boards Primary Education Act, 1926.	..	378	..	378†
Punjab	Primary Education Act, 1919	46	2,303	50	2,578
Bihar and Orissa	Primary Education Act, 1919	1	4	1	4
Central Provinces and Berar.	Primary Education Act, 1920	13	90*	22	344
Assam	Primary Education Act, 1925	..	..	..	..
Delhi	(Punjab Act extended to Delhi, 1925).	1	6	1	6
	Total	133	3,137	146	3,666

* Village centres, with 193 feeder villages.
† Selected areas spread over 25 districts.
‡ In two (F. & G.) wards only.
Note.—This table does not include areas for which schemes of compulsory primary education are under consideration or have been sanctioned but not yet introduced. It includes, on the other hand, areas in which such schemes have been partially introduced.

In the North-West Frontier Province, says the Director, " the general application of compulsion is not yet a practical problem ". In Assam little progress is reported. In Bombay no more local authorities introduced compulsion. The Director, Bihar and Orissa, writes:—" I cannot regard it as satisfactory that after ten years of compulsion 46 per cent. of the boys of compulsory school-going age are to be found in the infant class. One reason may be that the machinery for securing enrolment has so far failed to secure regular attendance: on an average 17 boys out of every 100 are absent each day." From Delhi comes a more hopeful statement that 95 per cent. of the boys of school-going age are under instruction in the compulsory areas. In the Punjab, urban areas under compulsion rose by 4 to 50, and rural areas by 275 to 2,578. Enrolment in rural areas is between 50 and 80 per cent. and in some municipal areas it is as high as 90 per cent. Action is being taken

to remove dilatoriness of the legal proceedings. " It is significant that in the Rawalpindi Division, where prosecutions have been launched on a large scale, there has been no opposition whatsoever to the measures adopted ". Mere figures, however, fail to give an idea of the true position, especially as regards the administration of compulsory schemes. Particular attention may be called to the defects enumerated by the Director of the Central Provinces, namely, incomplete registers, delay in enrolment of pupils, unsatisfactory attendance (largely due to inefficient attendance authorities and attendance officers), undue delay in framing bye-laws and protracted and cumbersome proceedings against defaulters.

Schools for adults and night schools.—A perusal of the provincial reports on adult education and night schools leads one to think that, as managed at present, they can scarcely be called successful. Teachers are apathetic and unsuitable, attendance is irregular and equipment and lighting are often bad. Another fault is the tendency to mix up in one school adults and pupils of school age. In the Punjab, adult schools form an important feature of almost all training institutions. They are run by students under regular supervision and are reported as making satisfactory progress. It is interesting to note that even coolies and criminals are taught reading and writing. In Bombay, the total number of schools decreased by thirty and of pupils by 1,333. This decrease was due to ' bad attendance and lack of popular support in the primary schools '. Night schools, wherever established, were unsuccessful. As a rule they continued for a year or two and then closed. In Madras, two more classes at Government Training Centres for Masters were sanctioned during the year. There were also 22 classes under the control of non-official and honorary agencies. The number of boys and male adults attending schools was 152,818—a slight decrease as compared with the preceding year. As for these night schools, in the opinion of the Director, ' the large majority of them serve no useful purpose.....most of them are merely a source of supplemental income to the poorly-paid teachers.' In the Central Provinces there was a heavy fall in the number of night schools. In the United Provinces there were 82 of these schools as in the previous year but they do not flourish " because they are conducted by the head teachers of local schools who have not sufficient energy left in them after a hard day's work to teach adults ". Specially trained teachers are necessary and at Benares a special training class has been started. In Bihar and Orissa, the number of night schools decreased by more than 25 per cent. In Bengal there are 1,484 night schools with 34,845 pupils, there being a slight decrease as compared with the numbers of the preceding year. There were also 203 continuation schools, one group of which gives instruction in the three R's, and the other in technical subjects as well. The teaching of these subjects, however, has not been a success. A comprehensive scheme for the improvement of adult education was sent up to Government during the year under report.

V.—Education of Girls.

Statistics.—The number of recognised institutions for girls increased by 804 to 33,714 and their enrolment by 69,181 to 1,458,422 (including 63,610 boys). The total number of girls under instruction in all kinds of recognised institutions was 2,260,154, of whom 865,342 were reading in institutions for boys. The number of girls reading in all kinds of institutions, recognised and unrecognised, was 2,375,593—representing 1·80 per cent. of the total female population, a figure far below that for boys which is 7·36 per cent. The distribution of the scholars was as follows:—

Institutions.	No. of Girls.
Primary and Secondary schools	2,238,636
Intermediate and Arts colleges	2,433
Special schools	18,616
Professional colleges	469
Unrecognised institutions	115,439
Total	2,375,593

General.—From all quarters is reported a gratifying increase in the number of schools and pupils. There is indeed no doubt that the importance of the education of girls is at last being realised and it was only the general lack of funds and, to a certain extent, the difficulties arising from political disturbances that prevented an all round extension during the year under report. It is true that among the poorer classes, at any rate, there is still a good deal of apathy and their attitude not only towards education, but also towards child marriage and domestic employment—to quote a Bombay Inspector—obstructs the progress of the education of girls. But a new spirit is abroad and, when financial conditions improve, a far-reaching extension of girls' education is certain. One pleasing feature of many of the reports is the increasing interest that is being taken in the physical welfare of girls. In the North-West Frontier Province, a beginning has been made in physical training and in the Central Provinces the long standing prejudice against physical education is reported to be dying out. In Bombay, " physical training on the Swedish system is given in almost all Schools in addition to the Indian games played ". On the other hand, in the Punjab, " games and physical training are yet in their infancy and very few schools indeed have any ground for games ".

Wastage.—The following table gives the number of girls under instruction in primary classes and shows the amount of wastage. Though, perhaps, it is possible to attach too much importance to the difference in the number of girls in Class I and of those in Class II, the fact remains that the wastage is still a matter for the

most serious consideration. There is, however, some consolation to be found in the increase in the number of pupils in Class IV.

Class.	Number of Girls under instruction.			Wastage.	
	1928-29.	1929-30.	1930-31.	1929-30.	1930-31.
I . .	1,317,575	1,367,771	1,360,259	..	..
II . .	311,281	340,221	388,558	977,354	979,213
III . .	183,143	197,321	231,113	113,960	109,108
IV . .	93,234	105,665	120,464	77,478	76,857
TOTAL .	1,905,233	2,010,978	2,100,394	..	..

Teachers.—The number of women teachers increased by 3,062 to 44,453. Of these, 53·1 per cent. were trained. In some provinces, an adequate number of trained teachers is working in the schools; for example, in the Central Provinces 75 per cent. of teachers in the Government girls' vernacular schools are trained and in Madras 10,562 are trained out of 14,344. In the Punjab, too, satisfactory progress in the training of teachers is reported. In the United Provinces training classes attached to aided schools do not meet the needs of the province, but more cannot be done in this direction owing to lack of funds. In Government normal schools "accommodation was strained to the utmost limit and many applicants were refused admission". The supply of trained teachers, who have passed the High School examination, is inadequate and many more trained teachers are required in village girls schools. Indeed, the general demand still exceeds the supply, a special difficulty being experienced in finding a sufficient number of teachers for Urdu schools. In primary schools, the standard of teaching often leaves much to be desired. As the Inspector in Sind says, "there is very little to stimulate women teachers in primary schools and keep them up to the desired standard of work. What is needed is an effective supervision and the abolition of the *purdah* from the Training College which will enable them in some measure to get rid of their excessive shyness." From Bombay it is reported that vernacular schools are staffed with untrained and unqualified teachers and that supervision is generally poor.

Co-education.—The following table shows the number of girls reading in boys' primary schools in the various provinces. Just as in 1930 there was a substantial increase over the numbers of the preceding year, so, too, in 1931 a further increase of nearly 40,000 can be seen. As for boys reading in primary schools for girls, the number for the year under report was 47,749 as against 41,970 in the preceding year. In the Punjab, we are told, co-education was much pushed in some districts and a large number of girls was attending boys' schools owing to the difficulty of getting women

teachers. The girls, however, " are being brought up in an atmosphere not conducive to the development of qualities of gentleness, reserve and quiet behaviour ". In Bihar and Orissa, over 50,000 girls are reading in boys' colleges and schools. The Inspectresses are of opinion that co-education should be encouraged, at any rate, in primary schools, because the girls are better taught in mixed schools. In Assam, co-education is gaining in popularity and, in Bombay, as many as 34 per cent. of the girls are in boys' schools.

Province.	Number of Girls reading in Boys' Primary Schools.	
	1930.	1931.
Madras	328,472	342,692
Bombay	83,931	87,101
Bengal	73,083	85,401
United Provinces	48,093	50,672
Punjab	5,175	6,657
Burma	106,904	112,018
Bihar and Orissa	47,116	48,409
Central Provinces and Berar	18,535	19,497
Assam	25,161	25,223
North-West Frontier Province	322	322
Coorg	2,159	1,939
Delhi	..	..
Ajmer-Merwara	350	392
Baluchistan	37	42
Bangalore	652	577
Other Administered Area	74	88
TOTAL—British India	740,064	781,030

Buildings.—Little progress in supplying adequate accommodation for girls' schools is reported from the various provinces, though in the North-West Frontier Province the Director says that girls' schools on the whole are better housed than in 1921. In the Punjab, " most village schools have poor and ill-ventilated buildings with no equipment except some matting..... and a piece of tin for a black board ". Similar reports have been received from other provinces.

Curriculum.—Under this heading there is not much to report. It is pleasing, however, to see from the Punjab that " there are now very few middle schools where at least some attempt on teaching cooking, house-wifery food values, and elementary hygiene is not made..... Cooking is now a fixed subject in the middle school examination for girls ". From Bombay it is reported that " most of the secondary schools follow the departmental curriculum and although schools are permitted to adopt a modified course of study, better adapted to the needs of girls, few schools elect to do so ". In Bengal, there has been a marked improvement in the quality of the needle work.

VI.—Professional and Technical Education.

(a) *Training of Teachers.*

Statistics.—The number of students under training on March 31st, 1931 was 33,623, as against 33,481 in the previous year. The details are given below:—

	Number of Students under Training.			
	In Training Colleges.		In Normal and Training Schools.	
	1930.	1931.	1930.	1931.
Men	1,215	1,272	25,698	25,166
Women	186	188	6,382	6,997
Total	1,401	1,460	32,080	32,163

The number of training colleges was 23 as against 22 in the previous year and the number of normal and training schools 745, as against 762, the decrease occurring mainly in institutions for men in Burma and the Punjab.

The following table shows the percentage of trained teachers during the last two years:—

Province.	Teachers in Primary, Middle and High Schools.							
	Total Number of Teachers.		Number of Trained Teachers.		Percentage of Trained Teachers.		Annual output of Trained Teachers.	
	1930.	1931.	1930.	1931.	1930.	1931.	1930.	1931.
					Per cent.	Per cent.		
Madras	118,537	121,633	67,801	72,532	57·2	59·6	6,728	7,562
Bombay*	42,010	43,781	18,461	19,167	43·9	43·6	1,061	981
Bengal	101,372	103,549	24,454	25,881	24·1	25·0	1,873	1,982
United Provinces	52,161	52,842	31,498	32,386	60·4	61·3	2,440	2,202
Punjab	37,683	39,376	26,650	29,070	70·7	73·8	3,840	3,554
Burma†	14,929	16,075	9,870	11,222	66·1	69·8	371	229
Bihar and Orissa	45,842	45,582	20,513	21,368	44·7	46·9	1,867	1,683
Central Provinces and Berar.	16,593	16,287	9,110	9,413	54·9	57·8	830	757
Assam	10,235	10,621	3,679	3,528	35·9	33·2	171	190
North-West Frontier Province.	2,766	2,860	1,592	1,717	57·5	60·0	164	160
Coorg	353	355	264	266	74·8	74·9	..	13
Delhi	1,450	1,533	964	1,112	66·5	72·5	53	69
Ajmer-Merwara	769	844	387	435	50·3	51·5	59	58
Baluchistan	299	307	216	222	72·2	72·3	12	12
Bangalore	764	735	541	495	70·0	67·3	29	55
Other Administered Areas.	967	1,027	331	411	34·2	40·4	165	168
Total—British India	446,730	457,398	216,331	229,214	48·4	50·1	19,680	19,684

*Includes figures for *Aden*.

† Includes figures for *Federated Shan States*.

For the first time the percentage of trained teachers has risen above 50. In Coorg, Baluchistan, the Punjab, Bangalore, Delhi, Burma and the United Provinces the position may be regarded as fairly satisfactory as more than 60 per cent. of the teachers are trained. Bihar and Orissa, Bombay, Assam and Bengal continue to have an average which is below that of India as a whole. Of these the percentage has actually fallen in Bombay and Assam. In Delhi, the Punjab and Burma the increase is particularly noticeable.

Teachers for Anglo-Vernacular Boys' Schools.—In the Central Provinces manual training, or gardening as an alternative, continues to be taught. Forty-nine T. T. C. students were enrolled in the Special Class for physical training. In the B. T. class there were six women students; in the B. T. examination the highest marks were obtained by one of these. From Assam it is reported that the Retrenchment Committee recommended that the training of teachers should stop. Against this the Director of Public Instruction records an emphatic protest saying that " the reduction of facilities for training will be the falsest economy ". The need for the establishment of a training college in Assam is becoming more and more urgent and the question is now under the consideration of Government. In the Punjab the difficulty of finding employment for those who have passed the B. T. examination continues. The supply also of junior A. V. teachers is greater than the demand. In the Central Training College, Lahore, there were seven women students in the B. T. class. The question of the creation of a higher degree in education is still being considered by the University. The Punjab Association of Science Teachers and the Punjab Geographical Association are reported to be doing excellent work. In Bombay there is only one secondary training college with sixty students. On an average nearly 100 lessons a week were given by students under training and the staff is in consequence overworked. Satisfactory results are reported from the teaching of Sanskrit by the direct method. In Burma, at the end of the year the control of the training of teachers for English and Anglo-Vernacular schools passed from the Education Department to the University of Rangoon and courses will be provided for the degree of Bachelor of Education and for the University's trained teachers' certificate. In the United Provinces the Government Training College, Allahabad, is now getting students with much better qualifications than before. Practical teaching was no longer confined to the Intermediate College but was extended to several local high schools. At the Aligarh Muslim University Training College the problem of accommodation has now been solved by the construction of a new college building. At the Government Training College, Lucknow, the tutorial system was used successfully, and a general and a special physical training class were in operation. The Director of Public Instruction, Bihar and Orissa, reports that many non-Matriculates have still to be admitted to the secondary training schools. At the David Hare Training College,

Calcutta, the revised course of studies was sanctioned by the University and will come into operation next year. At the Dacca Training College the investigations in the new method of teaching English Grammar and Bengali were continued. As before the teachers in the North-West Frontier Province were sent for training to the Punjab.

Teachers for Vernacular Boys' Schools.—In the Central Provinces in some circles the supply of trained teachers exceeded the demand and proposals for decreasing the number of stipends were under consideration. Experiments in village uplift were undertaken in some schools. Considerable progress was made in physical education and in the organisation of games for children in the primary stage. Assam reports that buildings and equipment still leave much to be desired. In the Punjab " in consequence of the steady rise in the proportion of trained teachers and the need of economy, the number of junior vernacular units has been reduced by 19 to 45 and of the senior by 2 to 25 ". The question of still further reduction has to be considered by the Department. In recruiting candidates for normal schools agriculturists are given preferential treatment. Persistent efforts were made to give a rural bias to instruction. " The assignment system ", says an Inspector, " worked exceedingly well and pupils not only made good progress in their studies but also acquired greater confidence in facing new problems. The use of the project method has been successfully extended with the result that the infants pursue their studies with glee, and the teaching work is robbed of much fatigue ". It is pleasing to read of the community and propaganda work done by the normal schools. Scouting too, continues to be taken up with vigour by the pupil teachers. As for physical training, satisfactory arrangements exist in practically all schools. The Director of the North-West Frontier Province urges the necessity of a two year course, but at present it is not possible owing to the great need for trained men. Another training class was opened at Ghaznikhel, thus giving effect to the recommendation of the Primary Education Committee of the Government of India that training classes should be attached to suitable vernacular middle schools in purely rural areas. Short courses of lectures were given to enable village school masters to carry out the duties of sub-postmasters in rural post offices.

In Bombay the previous policy of Government was pursued, *i.e.*, to level up the percentage of trained teachers all over the Presidency to approximately 50 per cent., allowing for wastage. At present the output of teachers has to be restricted on financial grounds. It is too early to estimate the success of the rural training school at Narayangaon, but the headmaster comments on the changed attitude of the students. The Principal of the Training College for Men, Poona, writes:—" The policy of selecting a great number of students from communities other than the advanced is, I think, productive of good results, but greater care is necessary in selecting students for training ". It is considered that the time has come to renew the old entrance test as the number of

boys who pass the vernacular final examination is rising. Teaching of combined classes was encouraged and students were trained to make for themselves the appliances they use. In Burma, the Director of Public Instruction says that " when funds are available for the improvement of vernacular normal training, a decision will have to be taken on the question whether all vernacular training should be concentrated at one centre or whether such training should be given at a number of village centres ". From the United Provinces it is reported that the new method of selecting normal school students by a committee has worked well. The schools have now reverted to a continuous two years' course for the vernacular teachers certificate. All teachers were trained in the use of magic lanterns for village work. Special attention was given to methods of teaching infant classes. The demand for central training schools situated in rural areas is increasing, as the quality of the training they give is superior to that of the district board training schools where most of the vernacular primary schools are at present trained. The latter, however, are small classes attached to the local primary school.

In Bengal " the reorganisation of normal schools is regarded by most inspecting officers as an urgent necessity now that the number of matriculates seeking admission is steadily increasing ". The passing of the Primary Education Act of 1930 has brought into prominence the importance of having an adequate number of trained teachers and a scheme for the establishment of a number of new training schools is under consideration.

Teachers for Girls' Schools.—In the North-West Frontier Province there was one institution for training vernacular school teachers; the number of scholars was 33—the same as last year. Special lectures on first-aid and nursing were given. One anglo-vernacular teacher was sent to the Punjab during the year under report. It is satisfactory to learn that the position generally as far as training of teachers is concerned has improved during the year. In Bombay at the Secondary Training College there were ten women teachers as against eleven during the previous year. The Urdu Normal Class for Muslim girls at Poona developed into an Urdu Training School for Girls by the addition of one more class for the senior first year candidates.

From the United Provinces it is reported that at present classes for the training of women teachers do not adequately meet the need but funds are not available for more. Accommodation in the Government Normal School was strained to the utmost limit and many applicants were refused admission. With the opening of upper primary sections in vernacular schools and the inclusion of English in the list of optional subjects in the vernacular curriculum, there is an increasing demand for trained teachers who have passed the high school examination, but the supply is very inadequate. Most of the 29 primary training classes are attached to Government vernacular schools for girls. " There is ", says the Director, " a wide field of opportunity in district schools open to teachers

trained in these classes and an increase in their number is an urgent necessity, if schemes for the improvement of village girls' schools are to materialise ".

(b) *Other Professional and Technical Education.*

The following table gives statistics regarding institutions for professional and technical education:—

Types of Institutions.	1930.		1931.	
	Institutions.	Students.	Institutions.	Students.
Law Colleges and Schools .	16	7,585	14	6,631
Medical Colleges and Schools .	45	10,679	41	10,225
Engineering Colleges and Schools.	18	4,349	18	4,221
Agricultural Colleges and Schools.	24	1,529	23	1,594
Commercial Colleges and Schools.	144	9,175	143	8,246
Forest Colleges . . .	2	102	2	104
Veterinary Colleges . .	3	464	4	473
Technical and Industrial Schools.	497	23,343	480	27,209
Schools of Art . . .	16	2,396	16	2,284
TOTAL—British India .	765	59,622	741	60,987

It will be seen that, though there has been a decrease in the number of institutions, there is a small rise in the number of students. This number, however, is slightly below the figure for 1929. As many of these institutions are not under the control of the provincial Education Departments, full information about them is not available in the reports of Directors of Public Instruction. The following points, however, have been mentioned:—

Law.—A heavy fall in the numbers on the rolls is reported in the Patna Law College. A fresh site has been chosen as the present one is required for an extension of the Medical College. In Bombay there are 1,114 students reading law as against 972 last year. There are seven lady students on the rolls of the Government Law College. From Assam it is reported that the question of the retention of the Earle Law College is under the consideration of Government.

Medical.—From the Prince of Wales's Medical College, Patna, 23 students were sent to Bangalore for training in midwifery, and 29 to Kanke for mental diseases. Recognition was accorded to the M.B.B.S. course and degree of the Patna University by the Conjoint Board, London. In Bombay there are now twenty women students in the recognised medical schools. The Medical Department of the University College, Rangoon, has now become a constituent college of the Rangoon University. From the King Edward

Medical College, Lahore, it is reported that " the experiment of co-education has resulted in infusing into the students a spirit of healthy rivalry and the men are working harder in order to keep ahead of the women ". Two important changes in the college curriculum took place during the year, in that (*i*) a course of elementary dentistry and special demonstrations in leprosy have been added and (*ii*) an additional examination has been introduced at the end of the fourth year in the subjects of forensic medicine and hygiene. The new maternity hospital was opened during the year, which should provide sufficient clinical material for practical training in midwifery for all the students of the college.

Engineering.—In the Government Engineering School, Nagpur, a scheme was sanctioned for an electrical engineering department but it had to be postponed owing to lack of funds. So, too, in Bengal the degree course in electrical engineering at the Bengal Engineering College, has not yet matured for the same reason. In the United Provinces it is reported that in the competitive examination held by the Public Service Commission for admission to the Indian Service of Engineers nine out of thirteen vacancies were secured by Roorkee trained men. In Bihar and Orissa a complete revision of the university regulations regarding the courses of study and the examinations for the Degree of Bachelor of Civil Engineering received the sanction of Government. The students of the College of Engineering, Poona, visited several places of interest during their annual tours. In addition to the degree classes there are diploma classes for instruction in (*i*) Civil and (*ii*) Mechanical and Electrical Engineering. Experience has shown that candidates trained in the latter course are more in demand. In the Punjab competition for admission into the Government School of Engineering, Rasul, is as keen as ever, though it is depressing to read that the prospects of students who have taken a course in this school grow less bright every year.

Commerce.—In Bihar and Orissa the number of schools fell from 11 to 10 but two more are to be opened. In Bengal there are now 28 schools. During the year under report 84 students obtained the B. Com. degree. In Bombay 312 students attended the degree course of the Sydenham College of Commerce in Economics. Lectures were delivered by the staff for the benefit of the public. In spite of bad times the commerce graduates had little to complain of as far as getting employment was concerned. In this Presidency there are also 34 commercial schools catering chiefly for students appearing for the examinations of the London Chamber of Commerce. In the Punjab students from the Hailey College of Commerce, Lahore, appeared for the first time in the final Bachelor of Commerce examination of the Punjab University. Most of the successful students found suitable employment.

Art Schools.—In the Government School of Art, Calcutta, there were 216 students this year as against 285 last year, the decrease being largely due to the expulsion or withdrawal of students owing to disturbances during the year. The revised rules for the management of the school were administratively approved

by Government during the year. At the Sir J. J. School of Art, Bombay, there were 372 pupils as against 357 last year. An event of outstanding importance during the year was the exhibition of students' work organised by the Director of the School at India House, London. At the Mayo School of Arts, Lahore, the drawing teachers' training class, which was discontinued in 1925, was reopened during the year under report.

Other technical and industrial schools.—In Bihar and Orissa two vernacular mining schools were closed during the year and three others were opened. The various technical schools continue to be popular. At the Victoria Jubilee Technical Institute, Bombay, competition for admission is still very keen. Greater attention is paid to practical work. Classes are held for Railway, Textile and Electrical Wiremen's apprentices. The Victoria Diamond Jubilee Hindu Technical Institute, Lahore, " continues to create in high caste Hindus an interest in industrial work and to break down by degrees their prejudice against manual labour ". There were during the year under report 4,764 pupils on the rolls of industrial schools. It is reported that " the products of these schools are generally absorbed in the trades for which they receive training ". The schools for women were completely reorganised. Ten different crafts are taught. The standard of work in tailoring, embroidery, needle work and toy-making showed a distinct improvement. The demand for the industrial education of women is increasing. The Dyeing and Calico Printing Institute and the Demonstration Weaving Factory at Shahdara (Lahore) and the Central Weaving Institute, Amritsar, continue to flourish.

Agriculture.—In Madras, the farm labourers' schools at Anakapalle, Palur and Coimbatore are supplying a real want in that they are providing general elementary education for the children of agriculturists and are inculcating improved methods of farming practice. The agricultural schools at Taliparamba and Usilampatti, however, are not flourishing and there is at present no demand from the agricultural classes for the kind of education imparted in them. In Bombay, the number of primary schools offering the ' agricultural bias ' course increased from 78 to 80, and in certain areas there is a great demand for more schools of this type. In Bengal, in connection with the scheme for the introduction of agricultural classes in non-Government secondary schools, the second group of 15 teachers completed its training at the Dacca Agricultural Farm. An equipment grant of Rs. 19,650 was provided for the purpose of starting farms and gardens in the schools to which these teachers belonged. Another batch of 14 teachers was deputed for training at the Dacca Agriculture Training School during the year. In the Punjab, there was a further reduction in the number of applications for admission to the Punjab Agricultural College, Lyallpur. This was due, *inter alia*, to the present economic depression which prevents the *Zamindars* from meeting the cost of education of their sons at the college. Short refresher courses in fruit culture and fruit preservation were given at various times of the year and proved to be very popular. The

photograph and cinema section, which was doing useful work, had to be discontinued on account of financial stringency. In the Central Provinces, the scheme for the provision of instruction in agriculture through the agency of local assistants of the Agriculture Department is reported to be working satisfactorily in the Jubbulpore and Berar circles. Eleven trained teachers underwent a special course of training at the Agricultural College for the purpose of giving instruction in agriculture in vernacular middle schools, and were posted to schools in which the scheme referred to above was in operation.

VII.—Education of Special Classes.

(a) *The Chiefs' Colleges.*

The following table shows the enrolment at these colleges during the last two years:—

Name of College.	Number of scholars. 1930	1931
Mayo College, Ajmer	97*	115*
Aitchison College, Lahore	102	96
Daly College, Indore	85	90
Rajkumar College, Rajkot	40	35
Rajkumar College, Raipur	46	48
Total	370	384

These institutions prepare candidates for the Chiefs' Colleges Diploma Examination which is conducted by the Educational Commissioner with the Government of India and is generally recognised as equivalent to the Matriculation Examination of the Indian Universities. The Mayo College, Ajmer, also prepares candidates for the Higher Diploma Examination, the standard of which is roughly equivalent to the B. A. degree examination. In 1931, 41 candidates appeared at the Diploma Examination, of whom 37 passed—one in the first division, 17 in the second division and 19 in the third. The number of candidates who secured distinction marks (66 per cent.) in one or more subjects was 16. Six candidates appeared for the Higher Diploma Examination and all passed. The Daly College, Indore, suffered a great loss in the sudden death of its Principal, Mr. W. Fanshawe. The increase in the numbers of pupils from 60 in 1927 to 90 was largely due to his influence. The Rajkumar College, Raipur, was visited by Their Excellencies the Viceroy and Lady Irwin in December 1930. In the course of the Jubilee celebrations held last year at the Mayo College, Ajmer, His Highness the Maharaja of Jammu and Kashmir offered to found a scholarship of £300 a year for three years for study abroad. The details are still to be worked out and the capitalised value of the scholarship to be determined and invested in some security.

* Includes students in the Higher Diploma classes (8 in 1930 and 15 in 1931).

(b) *Education of Europeans and Anglo-Indians.*

The following table gives the figures for European Schools in India:—

	Number of Schools.		Number of Scholars.		Total Expenditure.	
	1930.	1931.	1930.	1931.	1930.	1931.
					Rs.	Rs.
For Boys	163	166	26,179	26,421	44,11,938	45,26,619
For Girls	260	255	31,590	32,556	42,43,659	44,16,470
	..	..	..	..	74,13,853*	74,94,010*
TOTAL .	423	421	57,769	58,977	1,60,69,450	1,64,37,099

* Amount spent on inspection, buildings and miscellaneous items.

The number of girls in boys' schools was 3,121 as against 3,140 in the previous year and of boys in girls' schools 7,395 as against 6,991. Of the 58,977 scholars the number of non-Europeans was 13,004 or 22 per cent.

The table below shows the percentage of cost of European education in each province borne by public funds, fees and other private funds:—

Province.	Percentage of Cost of European Education borne by—		
	Public Funds.*	Private Funds.	
		Fees.	Other Private Funds.
	Per cent.	Per cent.	Per cent.
Madras	33·6	26·4	40·0
Bombay	34·0	39·6	26·4
Bengal	25·6	45·5	28·9
United Provinces	35·9	37·7	26·4
Punjab	49·8	26·4	23·8
Burma	28·4	48·9	22·7
Bihar and Orissa	34·6	34·9	30·5
Central Provinces and Berar . .	24·8	39·7	35·5
Assam	25·1	59·6	15·3
North-West Frontier Province .	59·0	15·3	25·7
Coorg	..	..	..
Delhi	43·2	16·9	39·9
Ajmer-Merwara	21·3	56·4	22·3
Baluchistan	36·4	42·4	21·2
Bangalore	33·2	40·8	26·0
Other Administered Areas . .	23·6	25·2	51·2
TOTAL—British India 1931	31·8	39·2	29·0
TOTAL—British India *1930*	*32·1*	*38·1*	*29·8*

* Government, District Board or Municipal Funds, etc.

In the Punjab the Director urges the necessity of having compulsory education of Europeans as very many children at present are too old for the standard for which they are qualified by their attainments. In many schools there is a long waiting list of Indian pupils, many of whom have not a sufficient knowledge of English to profit by joining a European school. There is also " a growing tendency to form private classes largely consisting of Indian pupils who are not eligible for admission under the rules "; this is an evasion of the Code. It is unfortunate that some schools have given up the study of domestic science. There is also a prejudice against Urdu in favour of French. The growth of post-matriculate study has been an important development during the year under report. In the United Provinces there are now four intermediate colleges as against three last year. A satisfactory increase in the number of trained teachers is reported. It is interesting to note that " girls' schools show a marked tendency to pay more attention to house-craft subjects ". The standard of physical education is steadily improving. The Director of Madras reports a difficulty in finding men teachers. He is of opinion that it would be better and cheaper if Anglo-Indian men were trained in the Teachers' College, Saidapet. The schools in the Presidency have, on the whole, shown progress though there have been complaints about the standard of Vernacular and English. One great difficulty that has been experienced is that of finding employment for those who pass out of European schools. In Bombay 66 per cent. of the teachers in European secondary schools are trained. A scheme for the introduction of a diploma examination for teachers in European secondary schools received the sanction of Government. The Inspector of European Schools reports a difficulty in finding competent teachers for specialist subjects. In Bengal out of 793 teachers in European schools 333 are untrained. Domestic science, manual training and science are no longer regarded as special subjects but are included under the new Code as an intrinsic part of the school curriculum.

(c) *Education of Muhammadans.*

The number of Muhammadan scholars in various institutions during 1930 and 1931 was as follows:—

Institutions.	Number of Muhammadan Scholars on March 31st.					
	1930.			1931.		
	Males.	Females.	Total.	Males.	Females.	Total.
Arts Colleges or University Departments.	9,029	61	9,090	10,018	84	10,102
Professional Colleges or University Departments.	2,554	8	2,562	2,509	16	2,525
Secondary and Primary Schools	2,332,222	495,031	2,827,253	2,416,550	527,055	2,943,605
Special Schools . . .	153,013	1,572	154,585	141,965	1,864	143,829
Unrecognised Institutions .	165,922	74,086	240,008	180,024	77,394	257,418
Total .	2,662,740	570,758	3,233,498	2,751,066	606,413	3,357,479
Percentage of Population .	Per cent. 8·6	Per cent. 1·9	Per cent. 5·2	Per cent. 7·8	Per cent. 1·9	Per cent. 5·0

The total number of Muhammadan scholars increased by 123,981 or by 3·8 per cent. as against an increase of 173,960 or 1·4 per cent. if the scholars of all communities are taken together. The number of Hindu scholars, on the other hand, actually declined by 8,715 during the year. These figures are interesting but not easy to explain; it may be that the more or less general abstention of Muhammadans from the civil disobedience movement was the chief cause of the difference between the figures for the two communities. Though these figures are not unsatisfactory, as far as they go, the fact remains that the majority of Muhammadan scholars are still reading in the lower classes of schools. Out of a total of 3,357,479 Muhammadan scholars in all kinds of institutions, 2,074,928, or nearly 62 per cent, were in classes I and II. A considerable number of the infants was enrolled in maktabs and mulla schools, while there were 257,418 scholars in unrecognised institutions, the great majority of which impart very little secular education. It is noteworthy that, in the Central Provinces, there was not a single Muhammadan girl in high schools or colleges. The following table gives certain facts about the number of Muhammadan pupils in classes above classes I and II:—

Province.	Percentage of Muhammadan Population to total Population.		Percentage of Muhammadan Scholars to total number of Scholars.*	
	Males.	Females.	Males.	Females.
	Per cent.	Per cent.	Per cent.	Per cent.
Madras	6·7	6·7	8·7	7·3
Bombay †	20·8	18·6	15·2	12·2
Bengal	54·6	55·3	37·1	34·3
United Provinces	14·9	14·8	15·5	10·4
Punjab	56·2	56·9	42·8	23·7
Burma ‡	4·9	3·1	5·5	2·4
Bihar and Orissa	10·8	11·5	9·8	11·7
Central Provinces and Berar	4·6	4·2	9·3	7·1
Assam	29·6	28·8	24·4	13·6
North-West Frontier Province	90·9	93·0	71·6	24·9
Coorg	9·3	6·3	3·0	0·5
Delhi	32·7	32·2	27·2	19·6
Ajmer-Merwara	17·9	17·0	17·8	5·3
Baluchistan	83·6	93·0	51·7	13·2
Total—British India	25·2	24·2	21·1	11·5

* Scholars in classes *above class II* in recognised institutions for *general education* (primary, middle and high schools, intermediate colleges and arts colleges and teaching departments of Universities).

† Figures for *Aden* are included under Bombay.

‡ Figures for the *Federated Shan States* are included under Burma.

The table is instructive. It shows that, in provinces in which the Muhammadans are in a large majority, the proportion of Muhammadan scholars to the total number of scholars is much below the proportion of the Muhammadan population to the total population. The position is especially unsatisfactory in Bengal, the Punjab and Baluchistan. On the whole, the figures show some improvement in the case of boys, the state of education among Muhammadan girls being still far from satisfactory. The following paragraph gives a short account of the main developments which have taken place in the various provinces during the year under review.

In Madras, a sessional school was opened for the training of Mollahs and Musliars. It is also proposed to form village education committees with a view to securing an improvement in the attendance of Mapilla scholars. Adult education centres have been started in the Malabar district and are reported to be more efficient than ordinary night schools. In Bombay, a new arts college, called the 'Ismail College', was opened at Andheri. The college owes its existence to the munificence of Sir Mohammed Yousuf, who in 1914 placed a sum of eight lakhs of rupees at the disposal of Government for the promotion of higher education among Muhammadans. After careful consideration, the Government decided to devote most of the money towards the establishment of a first-grade Government Arts College and the remainder to the formation of a permanent scholarship endowment fund, the income from which was utilised in providing scholarships for Muhammadan students at other Arts Colleges pending the establishment of the Ismail College. Government has also provided special Anglo-Urdu schools for Muhammadans. It is, however, reported that some local authorities have not been sympathetic towards Muslim primary education, the growing communal tension having resulted in prejudice against the Urdu language. The Urdu supervising agency employed by local authorities is also reported to be inefficient. In Bengal, a committee, known as the Muslim Education Advisory Committee, was appointed to advise Government with regard to the policy to be pursued for the advancement of Muslim education; the results of its deliberations are being awaited. In the United Provinces, the post of Inspector of Muhammadan Schools was revived during the year. The Provincial Muslim Education Committee revised the secular curriculum for maktabs in order to bring it on a level with that of the ordinary primary schools. The Government of Bihar and Orissa, after full consideration of the complaints received from a member of the Legislative Council that certain local bodies were not doing their duty towards Muhammadan education, made definite suggestions in all those instances where there seemed to be any *primâ facie* ground for complaint. The local bodies concerned generally accepted the suggestions, though in a few cases they were unable to give effect to them at present owing to lack of funds. In Assam, a special grant of Rs. 23,500 made it possible to reorganise some privately-managed middle and

middle English madrasas and bring them on to the aided list. A notable step in connection with the provision of Islamic instruction in public schools was that Government passed orders on the recommendations of the Muhammadan Educational Conference of July 1930, including the Islamic course as an integral part of the school curriculum, though not compulsory, and waiving the objection as to Islamic classes being chargeable to public funds. It is now expected that public bodies will do their best to attract the Muhammadan community to ordinary vernacular schools by providing Islamic instruction in such schools. In the North-West Frontier Province, education in the Agencies and tribal areas continued to make satisfactory progress, largely through the assistance of the political officers. The number of trans-frontier boys in the collegiate school (Islamia College), Peshawar, was forty. An account of the Aligarh Muslim University is included in the chapter on University Education.

(d) *Education of the Depressed Classes.*

The following table shows, for the last two years, the number of pupils under instruction in seven provinces:—

Province.	Number of Depressed Class Pupils on March 31st.		
	1930.	1931.	Increase or Decrease.
Madras	342,400	352,162	+9,762
Bombay	62,179	62,903	+724
Bengal	418,769	433,686	+14,917
United Provinces	122,563	125,383	+2,820
Punjab	33,203	36,279	+3,076
Bihar and Orissa	24,680	24,187	—493
Central Provinces	44,859	43,008	—1,851
Total	1,048,653	1,077,608	+28,955

N.B.—The figures for Bengal relate to "educationally backward" classes, while those for the Central Provinces relate to "untouchables".

Though there is again an increase in the total number of pupils under instruction, the percentage of increase is only 2·8 as against 4·25 in the previous year and 9·2 in 1928-29. This low rate of progress during the year under report was due to various causes; among these may be mentioned the closure of schools owing to shortness of funds and the general economic depression in rural areas. In some provinces, however, in spite of the depression there has been a satisfactory increase in the number of pupils. For example, in the Punjab the enrolment has increased by 12·2 per

cent. possibly owing to the orders contained in the Government's resolution of November 1929 requiring all officers and departments concerned to encourage the education of the depressed classes. It is gratifying to read in the reports of Directors that in several parts of the country there is a gradual disappearance of the prejudice against the admission of pupils of these classes to the public schools. From several provinces, too, it is reported that the number of pupils in special schools is decreasing and in ordinary schools increasing. In this connexion an Inspector of Schools in Bihar and Orissa says:—" Untouchables studying in the ordinary schools seem to show better results than those studying in special schools ". To quote the Director of the Punjab, " it shows that the fellow-feeling among the different communities is encouraged and the disabilities such as untouchability and prejudice of caste and creed, which in the past stood in the way of admissions of these boys to ordinary schools, are dying fast ". There are still far too few pupils in high schools. For example, in Bihar and Orissa there are only fifteen boys and in the Central Provinces there are no girls at all in these schools. In Bombay the number of depressed class boys per mille of the population attending educational institutions was 43, as in the preceding year. The corresponding figures for Brahmins, other advanced Hindus and Muhammadans were 209, 187 and 117, respectively. In this province, too, the persistent efforts of Government to overcome the disabilities of the depressed classes are bearing fruit. " It cannot ", says an Inspector of Schools, " be denied that the old sentiments of untouchability are gradually dying out and that people are not so rigid as formerly in their views about caste ". The various recommendations made by the committee appointed by Government to enquire into the educational conditions of the depressed classes are being given effect to as far as possible. Among these recommendations are the encouragement of common schools as opposed to separate schools, the desirability of a more frequent interchange of teachers between the common schools and the separate schools, the abandonment of the practice of labelling schools as depressed classes schools and the grant of special promotions to teachers taking special interest in the education of backward classes children. The Government have also appointed a backward class officer and provided a staff to enable him to watch over the interests of the backward classes. It may be noted also that 45 per cent. of the places in Government secondary schools are reserved for the intermediate and backward classes and in Government professional colleges 10 per cent.; in the Engineering College the percentage is 25. In Madras, too, the inspecting officers have been informed that special efforts should be made to encourage the employment of teachers of the depressed classes in schools not specially intended for them. During the year the question of framing a rule under the Madras Elementary Education Act of 1920, making it a condition of recognition that school-buildings should be accessible to all classes, was considered and a draft rule published. Government have also advised local bodies

that in cases where the caste pupils deserted schools on the admission of pupils of depressed classes that they should on no account yield to the pressure of caste men but should retain the pupils in the school until the villagers reconcile themselves to the new situation.

(e) *Education of Defectives.*

The following statement gives the statistics of schools for the blind and for deaf-mutes:—

Province.	Number of Schools.			Number of Pupils.		
	For Deaf-mutes.	For the Blind.	Total.	Deaf-mutes.	Blind.	Total.
Madras	2	3	6*	115	198	370*
Bombay	4	3	7	169	125	294
Bengal	5	1	6	237	80	317
United Provinces	..	1	1†	..	12	12
Punjab	..	1	2‡	..	26	62‡
Burma	1	2	3	24	48	72
Bihar and Orissa	..	2	2	..	79	79
Central Provinces and Berar	1	1	2	20	18	38
TOTAL 1931	13	14	29	565	586	1,244
TOTAL 1930	11	14	28	629	490	1,226

* The statistics of the Blind, Deaf and Dumb Institute, Madras (which had an enrolment of 57 pupils) are included.

† There is also a Mission School for the Blind at Rajpura, Dehra Dun, statistics of which are not available.

‡ The statistics of an aided school for Defectives, exact classification of which is not known, are included.

In Madras, the school for the blind and deaf-mutes at Rayapuram, which was managed by the Corporation of Madras, was closed on the opening of the Victory Memorial Blind School, Poonamallee in November 1930, to which the pupils and staff of the former school were transferred. The new school is divided into educational and industrial sections. No fees are charged from the present inmates, but a minimum fee of Rs. 5 per mensem will be levied in respect of new admissions which will be limited to children under ten years of age. The Deaf and Dumb School at Palamcottah continues to maintain boy-scout and girl-guide organisations. Two of the scholarships granted to pupils reading in the Central Institute for Defectives, Mysore, were continued during the year, while the other two were not utilized as the scholars holding them did not return after the vacations. In Bombay, music is reported to be a favourite subject with the blind and provision for instruction in vocal and instrumental music exists in such schools. The pupils of the Victoria Memorial School took part in the Agricultural and Industrial Exhibition held at Navasari and were awarded a gold medal for the specimens of work

exhibited by them. The managers of schools try to keep in touch with ex-students with a view to securing suitable employment for them. In the United Provinces, the Ahmadi School for the Blind at Aligarh is well-equipped and is housed in a good building. The enrolment of the school (12 pupils) is not, however, satisfactory. In the Punjab, proposals for the extension of the School for the Blind at Lahore and its scope of training were under the consideration of the Government.

In Burma, recruitment of new pupils to the S. P. G. Mission School for the Blind at Kemmendine had to be curtailed owing to lack of accommodation and paucity of funds. As regards the school for the deaf, which is managed by the Burma Christian Missionary Society, steps were being taken during the year to obtain the services of an expert teacher from England. In the Central Provinces, the institution for blind boys at Nagpur has elicited much popular sympathy and support. A plan and estimate for the construction of a new building for the school was approved, but no grant was paid owing to financial stringency.

Other institutions for defectives, which deserve mention, are the Children's House, Kurseong (Bengal), which had on its rolls 24 European children suffering from mental or physical defects; the Leper School at Bapatla (Madras), which had an enrolment 6 pupils as against 9 in the previous year; and the school attached to the Leper Asylum at Purulia (Bihar and Orissa). The strength of the last-mentioned school increased from 175 to 187, of whom 87 were boys and 100 girls.

VIII.—Miscellaneous.

Education in legislatures.—Legislative bodies continue to take a keen interest in educational questions. In Bengal, the Bengal (Rural) Primary Education Bill, a measure of supreme importance, was passed into an Act, but owing to economic conditions it could not be brought into operation, involving as it did the imposition of an educational cess. No drastic cuts were proposed in the budget during the budget discussion. In the United Provinces during the year under report only one resolution recommending that steps should be taken for the rapid expansion of education among the depressed classes was adopted by the Legislative Council but owing to lack of funds it has not been possible to give effect to it. In Madras a Bill to amend certain enactments relating to the Andhra University was passed into law. In Bombay two Bills for the amendment of the Bombay University Act, 1928, were passed into Acts. In the Central Legislature the Benares University Amendment Bill was passed into law in July 1930. The main object of this bill was to provide for the constitution of a Standing Finance Committee in order to strengthen the financial administration of the University.

Boy Scouts and Girl Guides.—As was inevitable, the prevailing unrest had its effect on the movement but, on the whole, a considerable amount of progress was made in spite of difficulties and discouragement. There is still, however, specially among the Guides, a lack of those competent and willing to give instruction.

In Bombay, a grant of Rs. 30,000 was sanctioned by Government to the Presidency Association during the year. The number of scouts of all kinds was 26,218, there being a slight decrease as compared with the previous year. The Provincial Secretary reports that though in Bombay and Gujarat anti-scout propaganda was not without effect the movement is recognised as being " non-political and sufficiently strong-rooted to prevent disintegration ". The North-West Frontier Province and Bihar and Orissa report satisfactory progress. In the former there were 3,657 scouts of all ranks as against 3,178 in the preceding year. In the United Provinces activities were hampered by political disturbances but later on " the inherent strength of the movement re-asserted itself ". It was noted that in some schools " insufficient attention is paid to the essentials of the movement ". In Madras the total number of scouts decreased slightly from 13,517 to 13,019. A permanent provincial training centre was opened at Coonoor. A fair amount of success attended the efforts to increase scouting activities in elementary schools. The Association received a grant of Rs. 10,000 from provincial funds. The Girl Guide Movement is doing well and applications for admissions are very numerous. Rs. 10,000 were received as grant. In the Central Provinces the number of scouts of all kinds increased by over 4,000 to 33,290. Work was done in connexion with a leper institution and also at the Borstal Institute and experiments with village uplift were undertaken. In Burma the annual census showed that there were 5,065 scouts—an increase of 500. Highly satisfactory progress has been reported but the Guide Movement suffered considerably from constant change of personnel. In Bengal, nearly a thousand new boys joined the movement, the total number of scouts being 8,338. The total grant from Government was Rs. 9,900. It is unfortunate that the Girl Guide Movement is not at present showing satisfactory progress in this province.

Revival of the Central Advisory Board of Education and the Bureau of Education in India.—Prior to 1923, the Government of India possessed a Bureau of Education and a Central Advisory Board of Education which were under the Educational Commissioner with the Government of India. The two institutions served a useful purpose but, as a result of the recommendations of the Indian Retrenchment Committee, they were abolished in the interests of economy. The Indian Statutory Commission and its Auxiliary Committee on the Growth of Education, however, expressed views recommending the desirability of establishing a Central Advisory Board of Education and a Bureau of Education in India, which should serve as a clearing house for ideas and as a medium for the diffusion throughout India of new and fruitful methods in matters educational. In pursuance of these views, the Government of India decided to revive these institutions as soon as the financial conditions improved, and the question was being considered in consultation with the provincial Governments towards the close of the year under review.

F. K. CLARK.

APPENDIX.

BRITISH INDIA.

General Educational Tables, 1930-31.

INDEX.

	Pages.
General Summary of Educational Institutions and Scholars	54
General Summary of Expenditure on Education	55
Explanations	56
I. Classification of Educational Institutions	5
II-A. Distribution of Scholars attending Educational Institutions for Males	58—5
II-B. Distribution of Scholars attending Educational Institutions for Females	60—61
III-A. Expenditure on Education for Males	62—66
III-B. Expenditure on Education for Females	67—69
IV-A. Race or Creed of Male Scholars receiving General Education	70
IV-B. Race or Creed of Female Scholars receiving General Education	71
V-A. Race or Creed of Male Scholars receiving Vocational and Special Education	72
V-B. Race or Creed of Female Scholars receiving Vocational and Special Education	73
VI-A. Men Teachers	74
VI-B. Women Teachers	75
VII. European Education	76
VIII. Examination Results	77—79
IX. Statistics of Educational Institutions in Rural Areas	80—81

General Summary of Educational Institutions and Scholars.

—		—		Percentage of Scholars to population.			
				Recognised Institutions.		All Institutions.	
				1931.	1930.	1931.	193
Area in square miles	1,093,422						
Population—							
Males	140,077,750	Males		6·99	7·67	7·36	8·07
Females	131,710,632	Females		1·72	1·79	1·80	1·88
Total	271,788,382	Total		4·44	4·81	4·67	5·06

Recognized Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1931.	1930.	Increase or decrease.	1931.	1930.	Increase or decrease.	
	1	2	3	4	5	6	7
Universities	16	16	..	(e) 8,189	9,027	—838	
For Males.							
Arts Colleges	224	222	+2	65,291	68,968	—3,677	(a) 20,928 (b) 41,846 (c) 1,768
Professional Colleges	65	64	+1	16,752	17,412	—660	(a) 12,401 (b) 2,579
High Schools	2,724	2,642	+82	853,416	850,283	+3,133	(c) 639,237 (d) 214,179
Middle Schools	9,725	9,429	+296	1,240,229	1,216,982	+23,247	(c) 423,406 (d) 816,710
Primary Schools	172,230	172,686	—456	8,114,480	8,030,772	+83,708	(d) *8,114,411
Special Schools	8,491	8,863	—372	300,058	315,917	—15,859	
Totals	193,459	193,906	—447	10,590,226	10,500,334	+89,892	
For Females.							
Arts Colleges	20	19	+1	1,546	1,519	+27	(a) 374 (b) 861 (c) 311†
Professional Colleges	8	8	..	250	240	+10	(a) 190 (b) 51
High Schools	312	302	+10	76,770	72,597	+4,173	(c) 37,894 (d) 38,862
Middle Schools	820	779	+41	115,996	106,346	+9,650	(c) 19,584 (d) 96,379
Primary Schools	32,154	31,408	+746	1,248,268	1,193,312	†54,956	(d)‡1,248,268
Special Schools	400	394	+6	15,592	15,227	+365	
Totals	33,714	32,910	+804	1,458,422	1,389,241	+69,181	
Unrecognized Institutions.							
For Males	30,686	30,419	+267	546,403	537,928	+8,475	
For Females	4,193	3,695	+498	85,846	78,596	+7,250	
Totals	34,879	34,114	+765	632,249	616,524	+15,725	
Grand Totals	262,068	260,946	+1,122	12,689,086	12,515,126	+173,960	

(a) In Graduate and post-graduate classes.
(b) In Intermediate classes.
(c) In Secondary stage.
(d) In Primary stage.
(e) Includes 295 Scholars of Professional Colleges in Burma and 92 Law Scholars in Delhi.

* Includes 91 Scholars in Secondary stage in Bihar and Orissa and Assam.
† Includes 183 scholars in primary stage in Bangalore.
‡ Includes 34 scholars in secondary stage in Bihar and Orissa and Assam.

N.B. 1.—There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

N.B. 2.—Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

—	Total expenditure.			Percentage of expenditure from				Cost per Scholar to				
	1931.	1930.	Increase or decrease.	Government funds.	* Local funds.	Fees.	Other sources.	Government funds.	* Local funds.	Fees.	Other sources.	Total cost per scholar.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection	1,18,92,014	1,15,56,952	+3,35,062	93·1	6·9	..	..	..	..	..	..	..
Universities	1,35,63,245	1,19,52,653	+16,10,592	47·5	..	36·7	15·8	..	..	..	..	..
Boards of Secondary and Intermediate Education.	3,29,469	3,48,425	—18,956	18·8	..	81·2	..	..	..	..	..	..
† Miscellaneous	4,86,91,886	4,72,42,078	+14,49,808	45·6	12·8	15·5	26·1	..	..	..	..	..
Totals	7,44,76,614	7,11,00,108	+33,76,506	53·4	9·5	17·2	19·9	..	..	..	..	..
Institutions for Males.												
Arts Colleges	1,40,91,736	1,40,17,145	+74,591	43·8	0·3	42·2	13·7	96 14 9	0 11 11	93 7 5	30 5 1	221 7 2
Professional Colleges	81,08,352	78,31,458	+2,76,894	73·6	2·0	21·6	2·8	348 1 10	9 5 9	102 7 3	13 2 8	473 1 6
High Schools	4,73,34,242	4,62,89,296	+10,44,946	31·8	4·0	50·5	13·7	16 13 4	2 2 0	26 12 4	7 4 6	53 0 2
Middle Schools	2,50,29,232	2,37,96,310	+12,32,922	38·4	25·4	26·0	10·2	7 12 0	5 1 11	5 4 1	2 0 11	20 2 11
Primary Schools	6,82,07,867	6,69,74,147	+12,33,720	50·9	32·3	7·5	9·3	4 4 6	2 11 5	0 10 1	0 12 6	8 6 6
Special Schools	1,74,66,412	1,78,29,714	—3,63,302	65·8	3·8	10·8	19·6	38 4 10	2 3 6	6 4 4	11 6 8	58 3 4
Totals	18,02,37,841	17,67,38,070	+34,99,771	46·2	17·3	24·9	11·6	7 13 9	2 14 11	4 3 10	1 15 7	17 0 1
Institutions for Females.												
Arts Colleges	5,69,772	5,32,772	+37,000	58·5	0·3	19·8	21·4	265 5 10	1 7 10	89 11 7	96 12 4	453 5 7
Professional Colleges	3,25,235	3,17,314	+7,921	81·6	..	10·2	8·2	1,061 5 0	..	132 9 8	107 0 4	1,300 15 0
High Schools	71,90,197	67,63,501	+4,26,696	43·0	1·6	33·7	21·7	39 8 4	1 7 5	31 0 3	19 15 3	91 15 3
Middle Schools	41,85,318	38,86,027	+2,99,291	41·2	13·0	15·0	30·8	14 14 1	4 10 11	5 6 4	11 2 0	36 1 4
Primary Schools	1,32,34,050	1,21,93,271	+10,40,779	43·3	37·5	3·1	16·1	4 9 5	3 15 8	0 5 3	1 11 4	10 9 8
Special Schools	29,42,419	27,50,955	+1,91,464	64·8	2·3	4·4	28·5	122 5 10	4 4 0	8 4 3	53 13 4	188 11 5
Totals	2,84,46,991	2,64,43,840	+20,03,151	45·9	20·0	13·1	21·0	8 15 5	3 14 5	2 8 9	4 1 6	19 8 1
Grand Totals	28,31,61,446	27,42,82,018	+88,79,428	48·1	15·5	21·7	14·7	11 4 7	3 10 2	5 1 7	3 7 5	23 7 9

N.B.—For explanation of certain terms used in the tables please see overleaf.
* Include both District Board and Municipal Funds.
† Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year.*—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification.*—In Tables IV-A and IV-B, provision has been made for twelve school classes covering the primary, middle and high school sections. The figures for the lowest class in the primary section or school, whether called infant class, sub-standard A, preparatory class or class I, should be entered against class I in the tables and the figures of the succeeding higher classes should be shown against Classes II, III, IV, etc., up to the end of the school course without any break in the sequence of classes. Should the number of classes be less than twelve in a school, the figures of the top class should be shown against Classes XI, IX or X according as the total number of classes is eleven, ten or nine, and so on. Where the number of classes exceeds twelve, the figures of the additional classes should be shown after Class XII for each class separately. The figures of the intermediate classes of Intermediate Colleges should not be shown under " school education ", but should be entered against 1st year and 2nd year intermediate classes under " university and intermediate education ". As a general rule, the duration of each class is taken to be one scholastic year.

6. *Intermediate colleges and examinations.*—An " Intermediate college " means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading " *Hindus* " may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, " Higher castes " and " Depressed " or " Backward classes ", or " Brahmins " and " Non-Brahmins ", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table X is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

	For Males.						For Females.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Recognised Institutions.												
Universities	..	..	..	16	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	2	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science*	33	..	1	82	15	131	3	..	..	6	1	10
Law	4	..	..	3	5	12	..	..	..	..	..	..
Medicine	7	..	1	1	..	9	..	..	..	1	..	1
Education	15	..	..	1	..	16	2	..	..	3	2	7
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	7	..	..	..	1	8	..	..	..	..	..	..
Commerce	1	..	..	5	1	7	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	29	1	..	50	13	93	2	..	..	8	..	10
Totals	108	1	2	143	35	289	7	..	..	18	3	28
High Schools	330	76	185	1,516	617	2,724	48	..	4	249	11	312
Middle Schools—												
English	101	467	222	2,245	763	3,798	29	3	14	267	26	339
Vernacular	52	4,697	94	1,063	21	5,927	92	44	79	260	6	481
Primary Schools	3,376	44,253	17,655	96,882	10,059	172,230	385	3,848	4,627	19,455	3,839	32,154
Totals	3,859	49,493	18,156	101,706	11,460	184,679	554	3,895	4,724	20,231	3,882	33,286
Special Schools—												
Art	6	2	..	6	2	16	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	20	..	..	5	2	27	2	..	..	2	..	4
Normal and Training	391	60	22	44	6	523	127	1	3	87	4	222
Engineering†	9	..	..	1	1	11	..	..	..	..	..	..
Technical and Industrial	134	23	7	214	14	392	3	..	..	78	7	88
Commercial	17	..	..	20	93	130	..	..	..	6	..	6
Agricultural	9	..	2	3	..	14	..	..	..	1	..	1
Reformatory	10	..	..	3	..	13	..	..	..	..	..	..
Schools for Defectives	1	..	..	25	1	27	..	..	..	4	..	4
Schools for Adults	23	1,667	171	1,455	438	3,754	..	4	..	14	2	20
Other Schools	85	17	17	2,864	599	3,582	26	..	1	28	..	55
Totals	707	1,769	219	4,640	1,156	8,491	158	5	4	220	13	400
Totals for Recognised Institutions.	4,678	51,268	18,377	106,507	12,651	193,481	719	3,900	4,728	20,469	3,898	33,714
Unrecognised Institutions	..	69	4	77	30,536	30,686	..	10	11	21	4,151	4,193
Grand Totals, all Institutions.	4,678	51,337	18,381	106,584	43,187	224,167	719	3,910	4,739	20,490	8,049	37,907

* Includes 3 *Oriental Colleges*.

† Includes *Survey* Schools.

II-A.—Distribution of Scholars attending

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
In Recognised Institutions.									
University and Intermediate Education (a).									
Arts and Science (*b*) & (*c*)	17,203	14,823	5,483	70	68	..	103	100	29
Law	1,372	1,163	142	..	..	..	..	..	..
Medicine	2,517	2,197	741	..	..	..	278	235	91
Education	1,166	1,124	983	..	..	..	..	..	..
Engineering	1,398	1,297	1,073	..	..	..	..	..	..
Agriculture	1,017	918	905	..	..	..	..	..	..
Commerce	312	246	65	..	..	..	..	..	..
Forestry	77	75	41	..	..	..	..	..	..
Veterinary Science	473	401	392	..	..	..	..	..	..
Totals	25,535	22,274	9,825	70	68	..	381	335	120
School and Special Education.									
In High Schools	113,144	100,824	12,865	49,813	45,114	2,063	39,430	35,345	758
,, Middle Schools—									
English	15,297	14,074	1,060	66,587	55,797	2,794	26,402	23,297	625
Vernacular	6,660	5,480	762	676,643	551,619	33,278	17,232	14,728	608
,, Primary Schools	137,905	104,916	469	3,318,304	2,516,719	1,030	594,780	452,910	8
Totals	273,006	225,294	15,156	4,111,347	3,169,249	39,165	677,844	526,280	1,999
In Art Schools	1,526	1,250	178	30	29	..	302	206	..
,, Law Schools	123	107	..	..	..	..	..	..	..
,, Medical Schools	4,385	4,052	1,603	..	..	..	..	..	..
,, Normal and Training Schools.	21,371	19,534	12,771	720	695	529	195	187	47
,, Engineering Schools*	1,971	1,822	956	..	..	..	..	..	..
,, Technical and Industrial Schools.	10,932	8,865	1,480	978	729	97	306	246	30
,, Commercial Schools	1,196	1,080	84	..	..	..	..	..	..
,, Agricultural Schools	345	303	290	16	13	15	29	27	..
,, Reformatory Schools	2,050	1,979	1,897	..	..	..	..	..	..
,, Schools for Defective	26	23	18	..	..	..	..	..	..
,, Schools for Adults	1,100	850	..	39,789	31,780	..	4,476	3,083	..
,, Other Schools	6,763	5,614	1,685	710	537	199	752	538	..
Totals	51,788	45,479	20,002	42,243	33,783	840	6,060	4,287	77
Totals for Recognised Institutions.	350,329	293,047	45,943	4,153,660	3,203,100	40,005	684,285	530,902	2,196
In Recognised Institutions	..	..	..	3,469	2,272	..	187	148	48
Grand Totals, all Institutions for Males.	350,329	293,047	45,943	4,157,129	3,205,372	40,005	684,472	531,050	2,244

(*a*) Scholars reading more than one of the following subjects
(*b*) Includes 350 Scholars also reading *Law*, and 52 students
(*c*) Includes 784 scholars in *Oriental Colleges* and 344
* Include Survey Schools.

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
44,339	38,266	14,924	11,378	9,477	2,702	73,093	62,734	23,138	1,198
3,445	3,279	817	1,691	1,302	380	6,508	5,804	1,339	15
1,061	1,033	475	..	..	..	3,856	3,465	1,307	163
143	126	103	..	..	..	1,309	1,250	1,086	37
731	551	462	..	..	..	2,129	1,848	1,535	..
..	..	..	16	14	16	1,033	962	921	..
982	842	329	433	302	..	1,727	1,390	394	4
27	27	22	..	..	..	104	102	63	..
..	..	..	..	..	..	473	401	392	..
50,728	44,124	17,132	13,518	11,155	3,098	90,232	77,956	30,175	1,417
496,903	432,469	40,794	154,126	122,490	6,289	853,416	786,242	62,769	15,623
230,208	200,981	10,925	67,351	55,139	1,245	414,845	349,288	16,649	7,946
123,372	121,737	3,932	1,477	1,229	240	825,384	694,793	38,820	55,994
3,761,466	3,096,948	12,410	302,025	237,676	1,517	8,114,480	6,409,169	15,434	781,020
4,620,949	3,852,135	68,061	524,979	416,534	9,291	10,208,125	8,189,492	133,672	860,593
370	328	36	56	34	..	2,284	1,847	214	72
..	..	..	..	..	..	123	107	..	..
739	577	64	659	579	221	5,783	5,208	1,888	128
2,889	2,593	1,702	170	150	151	25,345	23,159	15,200	190
95	74	..	26	20	..	2,092	1,916	956	..
10,221	8,171	3,602	424	361	..	22,861	18,372	5,209	187
1,544	1,382	55	3,647	2,752	8	6,887	5,214	147	232
121	118	8	..	..	..	511	461	313	..
530	530	530	..	..	..	2,589	2,500	2,436	20
990	794	433	20	16	..	1,036	833	451	178
37,707	29,606	..	10,551	8,281	..	93,623	73,600	..	460
103,045	112,428	15,580	26,154	20,848	851	137,424	139,965	18,315	1,865
158,260	156,601	22,019	41,707	33,041	1,231	300,058	273,191	45,129	3,332
4,820,937	4,052,860	107,212	580,204	460,730	13,620	10,598,415	8,540,639	208,976	865,342
4,208	3,352	..	538,539	360,557	125	546,403	366 329	173	38,494
1,834,145	4,056,212	107,212	1,118,743	821,287	13,745	11,144,818	8,906,968	209,149	903,837

[1]Should be entered under only one head.
[2]Ravenshaw College in Bihar and Orissa reading Law only.
[3]Scholars in Oriental departments of the Lucknow and Benares Hindu Universities.

II-B.—Distribution of Scholars attending

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
In Unrecognised Institutions.									
University and Intermediate Education (a).									
Arts and Science (*b*)	510	463	263	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	51	49	43	..	..	..	..	..	..
Totals	561	512	306	..	..	..	..	..	..
School and Special Education.									
In High Schools	15,706	12,893	1,506	446	412	..	336	315	16
,, Middle Schools—									
English	4,020	3,121	139	421	303	..	1,771	1,328	..
Vernacular	13,457	10,224	155	3,793	2,962	95	12,807	9,910	10
,, Primary Schools	27,851	20,221	45	308,420	223,956	20	190,534	136,744	..
Totals	61,034	46,459	1,845	313,080	227,633	115	205,448	148,297	26
In Medical Schools	148	138	128	..	..	..	..	..	..
,, Normal and Training Schools.	3,683	3,448	2,119	..	..	..	72	67	..
,, Technical and Industrial Schools.	335	263	12	..	..	..	..	..	..
,, Commercial Schools	..	..	..	..	..	..	..	..	..
,, Agricultural Schools	..	..	..	..	..	..	..	..	..
,, Schools for Adults	..	..	..	120	108	..	..	..	..
,, Other Schools	740	624	..	11	9	..	..	..	..
Totals	4,906	4,473	2,259	131	117	..	72	67	..
Totals for Recognised Institutions.	66,501	51,444	4,410	313,211	227,750	115	205,520	148,364	26
In Unrecognised Institutions.	..	..	..	420	265	..	627	442	..
Grand Totals, all Institutions for Females.	66,501	51,444	4,410	313,631	228,015	115	206,147	148,806	26
Grand Totals, all Institutions—Males and Females.	416,830	344,491	50,353	4,470,760	3,433,387	40,120	890,619	679,856	2,270

(*a*) Scholars reading more than one of the following subjects should be entered under only one head.

(*b*) Includes *nil* scholars in *Oriental Colleges.*

Educational Institutions for Females.

AIDED.			UNAIDED.						
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
10	11	12	13	14	15	16	17	18	19
972	909	508	64	60	19	1,546	1,432	790	..
99	95	95	..	..	..	99	95	95	..
77	84	67	23	22	8	151	155	118	..
1,148	1,088	670	87	82	27	1,796	1,682	1,003	..
58,585	49,846	13,550	1,697	1,290	354	76,770	64,756	15,426	6,514
30,581	30,753	7,005	3,066	2,593	646	45,359	38,098	7,790	5,533
39,482	32,833	2,497	598	473	24	70,137	56,402	2,781	3,506
629,746	504,466	8,286	91,717	72,023	1,166	1,248,268	957,410	9,517	47,749
764,394	617,898	31,338	97,078	76,379	2,190	1,441,034	1,116,666	(a) 35,521	63,302
339	339	265	..	..	..	487	477	393	..
2,909	2,780	2,037	154	139	78	6,818	6,434	4,234	11
3,736	3,163	1,743	277	205	19	4,348	3,631	1,774	103
132	116	6	..	..	..	132	116	6	..
50	18	50	..	..	..	50	18	50	..
953	794	95	61	48	..	1,134	950	95	..
1,872	1,417	434	..	..	..	2,623	2,050	434	(b) 194
9,991	8,627	4,630	492	392	97	15,592	13,676	6,986	308
775,533	627,613	36,638	97,657	76,853	2,814	1,458,422	1,132,024	(a) 43,510	63,610
2,013	2,370	..	81,886	49,590	7	85,846	52,667	7	8,901
778,446	629,983	36,638	179,543	126,443	2,321	1,544,268	1,184,691	(a) 43,517	72,511
5,612,591	4,086,195	143,850	1,298,286	947,730	16,066	12,689,086	10,091,659	(a) 252,666	—

(a) Includes 7 boarders attending the Provincial Hostel, Peshawar (Students of the Anglo-Vernacular Secondary Schools at Peshawar) not shown in details.

(b) Includes 71 scholars of Schools for Defectives.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 36,80,326 (*a*) spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items :—
Scholarships, Hostel charges and other contingent charges.

—	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities . .	..	..	..	..	..	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	36,131	..	..	2,38,109	..	2,74,240	..	..	..	..	..	..
Arts Colleges . .	36,69,239	..	180	12,80,491	1,95,345	51,45,255	..	..	..	..	..	..
Professional Colleges—												
Law . . .	35,361	..	..	1,57,250	79	1,92,690	..	..	..	..	11,495	11,495
Medicine . .	19,27,570	..	..	4,22,411	32,007	23,81,988	..	..	..	..	..	..
Education . .	10,25,172	..	..	1,45,821	12,201	11,83,194	..	..	1,50,385	72,011	7,105	2,29,501
Engineering . .	13,38,068	..	..	1,74,219	79,755	15,92,042	..	..	..	..	..	..
Agriculture . .	8,13,588	..	..	63,387	..	8,76,975	..	..	..	..	..	..
Commerce . .	42,038	..	..	42,097	20,499	1,05,534	..	..	..	..	..	..
Forestry . .	1,30,227	..	..	51,500	..	1,81,727	..	..	..	..	..	..
Veterinary Science .	4,78,579	..	..	37,360	3,000	5,18,939	..	..	..	..	..	..
Intermediate Colleges .	11,22,927	..	..	4,63,253	14,548	16,00,728	2,650	..	8,894	8,538	7,405	27,487
Totals .	1,06,19,800	..	180	30,75,898	3,57,434	1,40,53,312	2,650	..	1,59,279	80,549	26,005	2,68,483

SCHOOL EDUCATION.												
General.												
High Schools	63,32,332	2,562	9,850	32,05,579	34,123	95,84,446	9,59,448	8,71,096	4,37,255	20,45,500	78,475	43,91,774
Middle Schools—English	7,29,694	6,000	..	2,64,144	1,698	10,01,536	6,99,353	6,68,841	3,06,582	10,17,207	39,907	27,31,890
Vernacular	2,01,221	960	..	6,615	163	2,08,959	61,66,248	23,57,608	3,11,757	10,56,977	48,152	99,40,742
Primary Schools	15,29,273	17,424	7,387	8,794	12,196	15,75,074	2,55,07,083	96,33,558	61,56,511	10,56,918	4,95,011	4,28,49,081
Totals	87,92,520	26,946	17,237	34,85,132	48,180	1,23,70,015	3,33,32,132	1,35,31,103	72,12,105	51,76,602	6,61,545	5,99,13,487
Special.												
Art Schools	2,97,933	..	..	33,307	6,703	3,37,943	1,531	7,146	1,023	111	1,309	11,120
Law Schools	..	..	..	7,226	..	7,226	..	..	..	..	..	..
Medical Schools	12,51,668	600	..	2,61,184	37,935	15,51,387	..	..	..	..	..	..
Normal and Training Schools.	39,41,246	32,386	8,314	9,736	14,416	40,06,098	1,37,393	63,400	30,398	..	24	2,31,215
Engineering Schools*	6,15,897	..	..	97,777	14,711	7,28,385	..	..	..	..	..	..
Technical and Industrial Schools.	18,57,209	15,641	272	25,643	97,226	19,95,991	48,889	80,813	31,850	9,259	27,310	1,98,121
Commercial Schools	1,18,428	..	..	68,367	2,590	1,89,385	..	..	..	..	..	..
Agricultural Schools	1,14,803	..	200	804	2,379	1,18,186	2,345	1,666	..	..	740	4,751
Reformatory Schools	4,34,070	..	..	484	8,816	4,43,370	..	..	..	..	..	..
Schools for Defectives	6,285	..	..	..	..	6,285	..	..	..	..	..	..
Schools for Adults	6,206	..	25	..	220	6,451	65,852	25,048	15,059	..	215	1,06,174
Other Schools	6,89,262	1,683	..	1,03,292	3,739	7,97,976	39,695	31,743	20,690	61,811	51,933	2,05,872
Totals	93,33,007	50,310	8,811	6,07,820	1,88,735	1,01,88,683	2,95,705	2,09,816	99,020	71,181	81,531	7,57,253
GRAND TOTALS	2,87,45,327	77,256	26,228	71,68,850	5,94,349	3,66,12,010	3,36,30,487	1,37,40,919	74,70,404	53,28,332	7,69,081	6,09,39,223

* Include *Survey* Schools.

(*a*) Of this Rs. 2,970 was spent by Aden Port Trust and Rs. 4,542 by Municipal Executive Engineer, Bangalore.

III-A.—Expenditure on Education for Males—*contd.*

—	Aided Institutions.						Recognised unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources	Totals.
	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University and Intermediate Education.									
Universities	64,43,284	..	..	49,77,981	21,41,980	1,35,63,245	..	..	..
Boards of Secondary and Intermediate Education.	25,775	..	..	29,454	..	55,229	..	..	..
Arts Colleges	16,49,919	20,240	14,039	32,63,986	13,01,063	62,49,247	9,08,169	1,96,336	11,04,505
Professional Colleges—									
Law	30,000	..	..	2,14,099	..	2,44,099	1,67,393	8,297	1,75,690
Medicine	24,500	..	..	1,19,990	..	1,44,490	..	..	..
Education	6,362	373	..	..	1,767	8,502	..	..	..
Engineering	37,880	2,750	6,900	27,708	19,211	94,449	..	..	..
Agriculture	..	..	..	..	..	..	5,918	18,543	24,461
Commerce	76,080	..	..	31,815	23,239	1,31,134	22,937	..	22,937
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	6,17,527	267	7,350	7,30,668	4,22,137	17,77,949	1,76,625	93,006	2,69,631
Totals	89,11,327	23,630	28,289	93,95,701	39,09,397	2,22,68,344	12,81,042	3,16,182	15,97,224

SCHOOL EDUCATION.									
General.									
High Schools	70,67,970	2,19,459	2,74,625	1,35,11,709	48,97,342	2,59,71,105	40,85,713	12,06,643	52,92,356
Middle Schools—									
English	17,06,834	4,83,530	80,098	33,43,617	18,33,709	74,47,788	7,63,630	5,23,472	12,87,102
Vernacular	1,06,658	15,80,962	5,52,955	60,194	86,960	23,87,729	5,289	18,197	23,486
Primary Schools	77,15,634	51,65,715	10,47,515	37,17,046	53,19,513	2,29,65,423	3,30,189	4,88,100	8,18,289
Totals	1,65,97,096	74,49,666	19,55,193	2,06,32,566	1,21,37,524	5,87,72,045	51,84,821	22,36,412	74,21,233
Special.									
Art Schools	21,252	480	5,600	5,480	18,659	51,471	222	7,184	7,406
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	6,000	1,500	25,970	94,492	67,766	1,95,728	85,667	25,113	1,10,780
Normal and Training Schools	4,25,324	1,982	144	6,751	1,56,756	5,90,957	2.668	30,271	32,939
Engineering Schools*	2,120	375	..	2,204	3,165	7,864	1,300	..	1,300
Technical and Industrial Schools	6,08,393	28,622	31,426	1,30,278	14,38,510	22,37,229	5.190	17,208	22,398
Commercial Schools	16,594	..	250	36,367	19,557	72,768	1,57,442	30,992	1,88,434
Agricultural Schools	1,418	870	..	..	9,234	11,522	..	..	..
Reformatory Schools	85,804	..	1,875	1,460	27,339	1,16,478	..	..	..
Schools for Defectives	61,708	660	11,604	12,904	1,33,595	2,20,471	..	11,652	11,652
Schools for Adults	75,723	17,884	9,266	21,960	61,991	1,86,824	3,169	9,718	12,887
Other Schools	5,60,237	1,20,484	38,737	4,91,520	7,92,829	20,03,807	1,44,182	2,93,379	4,37,561
Totals	18,64,573	1,72,857	1,24,872	8,03,416	27,29,401	56,95,119	3,99,840	4,25,517	8,25,357
GRAND TOTALS	2,73,72,996	76,46,153	21,08,354	3,08,31,688	1,87,76,322	8,67,35,508	68,65,703	29,78,111	98,43,814

* Include *Survey* Schools.

III-A.—Expenditure on Education for Males—*concld.*

	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	17,65,535	202	13,000	..	29	17,78,766
Inspection	83,52,277	5,12,427	2,46,781	1,393	3,471	91,16,349
Buildings, etc.	1,25,28,394	29,06,660	11,30,982	3,77,425	50,50,419	2,19,93,880
Miscellaneous	72,26,301	13,28,343	4,34,053	49,64,536	49,68,458	1,89,21,691
Totals	2,98,72,507	47,47,632	18,24,816	53,43,354	1,00,22,377	5,18,10,686
University and Intermediate Education.						
Universities	64,43,284	..	..	49,77,981	21,41,980	1,35,63,245
Boards of Secondary and Intermediate Education	61,006	..	..	2,67,563	..	3,29,469
Arts Colleges	53,37,961	20,240	14,219	54,52,646	16,85,436	1,25,10,502
Professional Colleges—						
Law	65,361	..	..	5,38,742	8,376	6,12,479
Medicine	19,52,070	..	1,50,385	6,14,412	39,112	27,55,979
Education	10,31,534	373	..	1,45,821	13,968	11,91,696
Engineering	13,75,948	2,750	6,900	2,01,927	98,966	16,86,491
Agriculture	8,13,588	..	..	69,305	18,543	9,01,436
Commerce	1,10,018	..	..	96,849	43,738	2,50,605
Forestry	1,30,227	..	..	51,500	..	1,81,727
Veterinary Science	4,78,579	..	..	37,360	3,000	5,18,939
Intermediate Colleges	17,46,357	267	19,544	18,79,084	5,30,543	36,75,795
Totals	1,95,55,833	23,630	1,91,048	1,38,33,190	45,83,662	3,81,87,363
School Education.						
General.						
High Schools	1,43,63,350	10,93,438	7,21,730	2,28,48,501	62,12,656	4,52,39,681
Middle Schools—						
English	31,35,881	11,58,371	3,86,630	53,88,598	23,98,786	1,24,68,316
Vernacular	64,74,127	39,39,530	8,64,712	11,29,075	1,53,472	1,25,60,916
Primary Schools	3,47,51,990	1,48,16,697	72,11,413	51,12,947	63,14,820	6,82,07,867
Totals	5,87,25,354	2,10,08,036	91,84,535	3,44,79,121	1,50,79,734	13,84,76,780
Special.						
Art Schools	3,20,716	7,626	6,623	39,120	33,855	4,07,940
Law Schools	..	..	..	7,226	..	7,226
Medical Schools	12,57,668	2,100	25,070	4,41,343	1,30,814	18,57,895
Normal and Training Schools	45,03,963	97,768	38,856	10,155	2,01,467	48,61,209
Engineering Schools*	6,18,017	375	..	1,01,281	17,876	7,37,549
Technical and Industrial Schools	25,14,491	1,25,076	63,518	1,70,370	15,80,254	44 53,739
Commercial Schools	1,35,022	..	250	2,62,176	53,139	4,50,587
Agricultural Schools	1,18,566	2,536	200	801	12,353	1,34,459
Reformatory Schools	5,19,874	..	1,875	1,944	36,155	5,59,848
Schools for Defectives	67,903	660	11,604	12,904	1,45,247	2,38,408
Schools for Adults	1,47,781	42,932	24,350	25,129	72,144	3,12,336
Other Schools	12,89,194	1,53,910	50,427	8,00,905	11,41,880	34,45,216
Totals	1,14,03,285	4,32,983	2,32,703	18,82,257	24,25,184	1,74,66,412
Grand Totals	11,96,46,979	2,62,12,281	1,14,33,102	5,55,37,922	3,31,10,957	24,59,41,241

* Include *Survey* Schools.

III-B.—Expenditure on Education for Females.

Expenditure on Buildings includes Rs. 3,67,439(*a*) spent by the Public Works Department on educational buildings.
"Miscellaneous" includes the following main items.—
Scholarships, Hostel charges and other contingent charges.

	Government Institutions.						District Board and Municipal Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Arts Colleges	2,10,746	..	..	33,521	1,022	2,46,189	..	..	..	..	..	..
Professional Colleges—												
Medicine	..	..	..	..	..	..	..	..	..	..	..	..
Education	43,835	..	..	322	1,189	45,346	..	..	..	..	..	..
Intermediate Colleges	29,386	..	..	4,498	..	33,884	..	..	..	..	..	..
Totals	2,83,967	..	..	38,341	3,111	3,25,419	..	..	..	..	..	..
SCHOOL EDUCATION.												
General.												
High Schools	10,15,940	..	1,474	2,11,579	957	12,29,950	11,085	9,554	24,218	4,350	813	50,020
Middle Schools—												
English	2,18,153	..	1,000	16,990	2,128	2,38,271	17,156	8,645	59,905	10,495	605	96,806
Vernacular	2,61,972	..	..	5,446	63	2,67,481	65,565	48,526	2,00,480	3,358	168	3,18,097
Primary Schools	4,38,729	2,351	..	1,694	145	4,42,919	37,05,961	11,44,820	27,26,665	7,532	61,152	76,46,130
Totals	19,34,794	2,351	2,474	2,35,709	3,293	21,78,621	37,99,767	12,11,545	30,11,268	25,735	62,738	81,11,053
Special.												
Medical Schools	1,12,484	..	..	592	..	1,13,076	..	..	..	..	..	..
Normal and Training Schools.	9,91,236	2,671	2,249	2,801	3,368	10,02,325	2,411	..	16,130	..	..	18,541
Technical and Industrial Schools.	23,046	..	..	..	..	23,046	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	114	..	..	..	114
Other Schools	23,200	..	..	51	..	23,251	191	264	..	..	55	510
Totals	11,49,966	2,671	2,249	3,444	3,368	11,61,698	2,602	378	16,130	..	55	19,165
GRAND TOTALS FOR FEMALES.	33,68,727	5,022	4,723	2,77,494	9,772	36,65,738	38,02,369	12,11,923	30,27,398	25,735	62,793	81,30,218
GRAND TOTALS FOR MALES.	2,87,45,327	77,256	26,228	71,68,850	5,94,349	3,66,12,010	3,36,30,487	1,37,40,919	74,70,404	53,28,332	7,69,081	6,09,39,223
GRAND TOTALS FOR ALL	3,21,14,054	82,278	30,951	74,46,344	6,04,121	4,02,77,748	3,74,32,856	1,49,52,842	1,04,97,802	53,54,067	8,31,874	6,90,69,441

(*a*) Of this Rs. 10,575 was spent by Municipal Executive Engineer, Bangalore.

III-B.—Expenditure on Education for Females—*contd.*

—	Aided Institutions.						Recognised Unaided Institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	13	14	15	16	17	18	19	20	21
University and Intermediate Education.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	64,785	..	..	42,360	83,654	1,90,799	12,530	2,000	14,530
Professional Colleges—									
Medicine	1,86,912	..	..	26,869	..	2,13,781	..	..	..
Education	34,581	..	..	5,297	21,080	60,958	664	4,486	5,150
Intermediate Colleges	1,05,336	..	2,298	45,805	62,033	2,15,472	..	..	..
Totals	3,91,614	..	2,298	1,20,331	1,66,767	6,81,010	13,194	6,486	19,680
School Education.									
General.									
High Schools	20,07,017	3,450	73,658	21,29,303	14,67,922	56,81,350	35,637	62,138	97,775
Middle Schools—									
English	9,09,942	13,476	45,960	5,36,915	8,46,911	23,53,204	22,870	81,554	1,04,424
Vernacular	2,51,124	55,037	1,10,348	29,712	3,49,283	7,95,504	..	11,531	11,531
Primary Schools	15,81,381	7,13,572	3,77,163	3,84,499	19,35,960	49,92,575	16,865	1,35,561	1,52,426
Totals	47,49,464	7,85,535	6,07,129	30,80,429	46,00,076	1,38,22,633	75,372	2,90,784	3,66,156
Special.									
Medical Schools	92,068	11,569	8,858	42,952	1,19,727	2,75,174	..	..	..
Normal and Training Schools.	4,98,155	180	8,273	29,167	2,86,058	8,21,833	1,487	23,840	25,327
Technical and Industrial Schools.	1,12,188	..	10,958	16,324	3,18,918	4,58,388	920	2,453	3,373
Commercial Schools	9,280	..	..	16,119	1,061	26,460	..	..	..
Agricultural Schools	360	..	..	..	..	360	..	..	..
Schools for Adults	11,377	..	390	3,867	23,314	38,948	1,252	2,938	4,190
Other Schools	31,923	1,200	3,576	13,387	57,617	1,07,503	..	..	..
Totals	7,55,351	12,949	31,855	1,21,816	8,06,695	17,28,666	3,659	29,231	32,890
Grand Totals for Females	58,96,429	7,98,484	6,41,282	33,22,576	55,73,538	1,62,32,309	92,225	3,26,501	4,18,726
Grand Totals for Males	2,73,72,996	76,46,153	21,08,354	3,08,31,683	1,87,76,322	8,67,35,508	68,65,703	29,78,111	98,43,814
Grand Totals for All	3,32,69,425	84,44,637	27,49,636	3,41,54,259	2,43,49,860	10,29,67,817	69,57,928	33,04,612	1,02,62,540

III-B.—Expenditure on Education for Females—*concld.*

	Total expenditure from					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Totals.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	9,44,713	6,023	46,158	..	5	9,96,899
Buildings, etc.	10,86,310	1,17,039	1,54,800	1,23,907	9,20,114	24,02,170
Miscellaneous	13,49,499	66,672	1,04,225	20,79,130	17,74,619	53,74,145
Totals	33,80,522	1,89,734	3,05,183	22,03,037	26,94,738	87,73,214
University and Intermediate Education.						
Arts Colleges	2,75,531	..	..	88,411	87,576	4,51,518
Professional Colleges—						
Medicine	1,86,912	..	..	26,869	..	2,13,781
Education	78,416	..	..	6,283	26,755	1,11,454
Intermediate Colleges	1,34,722	..	2,298	50,303	62,033	2,49,356
Totals	6,75,581	..	2,298	1,71,866	1,76,364	10,26,109
School Education.						
General.						
High Schools	30,34,192	13,004	99,350	23,80,869	15,31,680	70,59,095
Middle Schools—						
English	11,47,191	22,121	1,06,865	5,87,270	9,29,258	27,92,705
Vernacular	5,78,661	1,03,563	3,10,828	38,516	3,61,045	13,92,613
Primary Schools	57,26,071	18,60,743	31,03,828	4,10,590	21,32,818	1,32,34,050
Totals	1,04,86,115	19,99,431	36,20,871	34,17,245	49,54,801	2,44,78,463
Special.						
Medical Schools	2,04,552	11,569	8,858	43,544	1,19,727	3,88,250
Normal and Training Schools	14,91,802	2,851	26,652	33,455	3,13,266	18,68,026
Technical and Industrial Schools	1,35,234	..	10,958	17,244	3,21,371	4,84,807
Commercial Schools	9,280	..	..	16,119	1,061	26,460
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	11,377	114	390	5,119	26,252	43,252
Other Schools	55,314	1,464	3,376	13,438	57,672	1,31,264
Totals	19,07,919	15,998	50,234	1,28,919	8,39,349	29,42,419
Grand Totals for Females	1,64,50,137	22,05,163	39,78,586	59,21,067	86,65,252	3,72,20,205
Grand Totals for Males	11,96,46,979	2,62,12,281	1,14,33,102	5,55,37,922	3,31,10,957	24,59,41,241
Grand Totals for All	13,60,97,116	2,84,17,444	1,54,11,688	6,14,58,989	4,17,76,209	28,31,61,446

IV-A.—Race or Creed of Male Scholars receiving General Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus§.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	165,091	1,846,031	90,532,316	35,264,723	6,264,942	50,994	1,802,857	4,082,185	†140,009,139	—
School Education. Classes.										
Primary I	6,748	97,592	2,407,611	1,150,704	136,211	1,209	47,276	58,969	3,906,320	3,183,774
II	2,555	40,358	1,128,489	463,771	41,143	834	33,991	24,779	1,735,920	1,405,880
III	2,442	31,133	842,184	306,230	29,403	833	17,985	19,767	1,249,977	993,667
IV	2,442	25,385	612,110	185,409	23,447	829	15,164	12,847	877,633	652,036
V	2,103	14,951	387,830	115,538	10,968	813	10,656	7,699	550,558	387,835
*Middle . . VI	2,137	10,207	231,639	65,727	8,722	903	7,940	4,523	331,798	205,299
VII	2,021	8,426	187,592	49,283	11,947	847	6,068	3,243	269,427	158,787
VIII	1,441	6,314	148,169	36,677	2,111	789	5,680	2,324	203,505	106,990
*High . . IX	956	3,713	82,121	18,369	1,922	802	3,561	1,214	112,658	44,258
X	934	2,871	68,786	14,822	1,985	748	2,848	950	93,944	34,782
XI	446	2,297	55,988	8,832	109	628	72	595	68,967	25,595
XII	11	235	9,096	1,188	..	656	9	342	11,537	2,837
Totals .	24,236	243,482	6,161,615	2,416,550	267,968	9,891	151,250	137,252	9,412,244 (*d*)	7,254,412‡
University and Intermediate Education.										
Intermediate 1st year	220	622	15,220	2,821	214	219	593	240	20,149	7,517
classes. 2nd year	191	659	17,056	3,322	282	210	735	232	22,687	8,922
Degree classes 1st year	70	354	7,606	1,377	88	72	224	124	9,915	3,982
2nd year	54	344	9,291	1,873	146	90	245	113	12,156	5,176
3rd year	5	15	375	(*a*) 71	..	1	6	3	(*a*) 476	213
Post-graduate 1st year	4	61	1,456	277	3	24	24	13	1,862	733
classes. 2nd year	4	31	1,211	264	..	14	41	8	1,573	698
Research students .	..	2	137	13	..	6	3	1	162	25
Totals .	548	2,088	52,352	10,018	733	636	1,871	734	(*c*) & (*e*) 69,929	(*b*) 27,791
No. of scholars in recognised institutions.	24,784	245,570	6,213,967	2,426,568	268,701	10,527	153,121	137,986	9,482,173	7,282,203
No. of scholars in unrecognised institutions.	6	4,634	139,105	180,024	182,166	93	4,751	6,031	516,810	388,21[illegible]
GRAND TOTALS .	24,790	250,204	6,353,072	2,606,592	450,867	10,620	157,872	144,017	9,998,983	7,670,42[illegible]

* The lines indicating the stages where the High and Middle Departments begin cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

† Excludes 9,925 and 58,686 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad respectively.

‡ Includes 52,672 pupils in N.-W. F. Province not shown in details.

§ See explanation No. 9 on page 56.

(*a*) Includes 2 students in the 4th year class in N.-W. F. Province.

(*b*) Includes 452 and 79 pupils in the United Provinces and N.-W. F. Province respectively not shown in details.

(*c*) Includes 835 Hindus and 114 Muhammadans in United Provinces not shown in details.

(*d*) Excludes classification of 289 pupils in Assam (of whom 207 are reading purely classics, 79 reading in the Naga Hills Primary schools and 3 students of St. Edmund's College reading in the 2nd year Intermediate class), and 69 sepoys of Malwa Bhil Corps Regimental School in the Administered Areas of Central India Agency.

(*e*) Excludes 149 scholars of one Oriental College in the Punjab and 52 scholars of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 1,768 scholars reading in school stages in colleges in the Punjab; and includes 3 students of St. Edmund's College in A[illegible]am.

IV-B.—Race or Creed of Female Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.†	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	106,588	1,784,970	86,000,993	31,835,963	6,424,871	46,872	1,418,192	4,034,728	131,653,177*	—
School Education. Classes.										
Primary ‡ I	6,904	70,492	771,058	369,373	114,612	1,325	14,317	12,178	1,360,259	906,985
II	2,618	23,142	228,034	91,081	34,064	887	4,173	4,559	388,558	243,222
III	2,593	16,900	145,533	42,894	15,973	915	2,995	3,310	231,113	134,389
IV	2,595	13,075	77,463	13,779	8,580	950	2,049	1,973	120,464	56,447
V	2,101	9,245	38,909	6,092	2,799	743	1,401	1,157	62,447	23,420
‡Middle VI	1,959	6,334	15,749	1,798	2,059	799	389	586	29,668	7,621
VII	1,756	5,435	10,542	1,079	2,218	603	266	317	22,216	5,298
VIII	1,266	3,095	5,012	542	315	441	199	122	10,992	1,629
‡High IX	695	1,396	2,291	253	245	492	89	83	5,474	412
X	569	896	1,626	127	231	327	38	46	3,860	284
XI	368	639	1,242	31	1	248	1	50	2,580	188
XII	4	103	503	11	..	250	2	11	884	33
Totals	23,428	150,752	1,297,962	527,055	181,097	7,910	25,919	24,392	(a) 2,238,515	(c) 1,382,272
University and Intermediate Education.										
Intermediate 1st year classes.	65	233	426	38	13	59	17	26	877	120
2nd year	56	178	375	23	23	48	5	21	729	105
Degree classes 1st year	32	122	176	13	6	16	4	10	379	77
2nd year	27	107	148	9	10	28	2	9	340	65
3rd year	..	3	4	..	..	..	..	..	7	5
Post-graduate classes. 1st year	1	21	32	1	..	8	..	..	63	23
2nd year	..	7	23	..	..	1	..	..	31	7
Research students	..	..	4	..	..	3	..	..	7	..
Totals	181	671	1,188	84	52	163	28	66	(b) 2,433	402
No. of scholars in recognised institutions.	23,609	151,423	1,299,150	527,139	181,149	8,073	25,947	24,458	2,240,948	1,382,674
No. of scholars in unrecognised institutions	1	2,275	26,365	77,394	3,785	54	4,683	882	115,439	84,702
GRAND TOTALS	23,610	153,698	1,325,515	604,533	184,934	8,127	30,630	25,340	2,356,387	1,467,376

(a) Excludes classification of 74 pupils in Assam (of whom 37 are reading purely classics and 37 reading in Naga Hills primary schools) and 47 pupils in the Administered Areas of Central India Agency (of whom 14 are reading in attached Normal class of a High School and 33 in sewing and music classes of a middle school.

(b) Excludes 311 scholars reading in school stages in colleges in Bangalore.

(c) Includes 2,344 pupils in N.-W. F. Province not shown in details.

* Excludes 9,724 and 47,731 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad respectively.

† See explanation No. 9 on page 56.

‡ The lines indicating the stages where the High and Middle Departments begin cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

V-A.—Race of Creed of Male Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus*.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
School Education.										
Art Schools . .	6	92	1,721	282	52	25	24	10	2,212	340
Law Schools . .	..	1	111	11	..	..	..	..	123	95
Medical Schools .	24	197	4,521	705	52	2	127	27	5,655	2,398
Normal and Training Schools.	4	2,715	15,670	5,048	1,130	3	426	170	25,166	16,030
Engineering and Surveying Schools.	30	51	1,633	147	145	17	53	16	2,092	1,198
Technical and Industrial Schools.	473	2,979	11,695	6,503	65	147	542	373	22,777	7,109
Commercial Schools .	101	401	4,394	466	336	299	81	77	6,155	775
Agricultural Schools .	..	111	334	62	1	..	..	3	511	444
Reformatory Schools .	7	106	1,554	811	72	3	2	14	2,569	691
Schools for Defectives.	28	225	555	78	6	12	2	23	929	162
Schools for Adults .	1	665	39,063	47,505	427	8	4,928	566	93,163	73,039
Other Schools . .	9	466	40,325	80,347	13,548	87	389	511	135,682	108,902
Totals .	683	8,009	121,576	141,965	15,834	603	6,574	1,790	297,034	211,183
University and Intermediate Education.										
Law . . .	7	90	4,923	1,216	50	45	84	130	(a) 6,545	2,531
Medicine . . .	84	214	2,804	412	22	45	72	40	3,693	1,086
Education . .	87	48	815	302	3	2	61	4	1,272	369
Engineering . .	38	30	1,586	164	12	24	78	44	(b) 1,976	920
Agriculture . .	..	19	673	193	34	13	88	13	1,033	451
Commerce . .	1	29	1,489	91	4	65	11	33	1,723	737
Forestry . . .	7	5	57	24	9	..	1	1	104	22
Veterinary Science .	..	26	304	107	2	..	32	2	473	217
Totals .	174	461	12,651	2,509	136	194	427	267	16,819	6,333
GRAND TOTALS .	857	8,470	134,227	144,474	15,970	797	7,001	2,057	313,853	217,516

(a) Includes 52 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II-A) reading Law only.
(b) Excludes 158 students not reading the University Course in Bihar and Orissa.
* See explanation No. 9 on page 56.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus*.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
School Education.										
Medical Schools .	25	342	178	30	5	1	26	8	615	22
Normal and Training Schools.	284	3,041	2,194	667	575	42	146	48	6,997	2,406
Technical and Industrial Schools.	68	2,466	1,541	139	35	6	22	135	4,432	1,605
Commercial Schools .	274	21	15	..	22	18	..	14	364	..
Agricultural Schools .	..	49	..	..	..	..	..	1	50	50
Schools for Adults .	1	14	1,126	253	18	60	117	5	1,594	529
Other Schools . .	49	512	2,140	775	639	88	88	273	4,564	2,108
Totals .	721	6,445	7,194	1,864	1,294	215	399	484	18,616	6,720
University and Intermediate Education.										
Medicine . . .	35	57	112	11	2	19	12	7	262	30
Education . .	70	57	41	5	3	3	..	9	188	5
Law . . .	1	2	4	..	1	7	..	..	15	..
Agriculture . .	..	..	..	..	..	..	..	..	..	..
Commerce . .	..	1	..	..	..	2	..	1	4	..
Totals .	106	117	164	16	6	31	12	17	469	35
GRAND TOTALS .	827	6,562	7,358	1,880	1,300	246	411	501	19,085	6,755

* See explanation No. 9 on page 56.

VI-A.—Men Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total Trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Cetificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	5	205	1,674	1,823	26	5	5	264	828	3,733	1,102	4,835
Local Board and Municipal.	25	2,478	53,608	39,698	378	102	200	5,361	37,690	96,187	43,353	139,540
Aided	34	2,169	29,557	18,966	901	52	134	28,071	79,044	51,627	107,301	158,928
Unaided	5	61	1,065	489	21	2	17	3,025	9,966	1,641	13,010	14,651
Totals	69	4,913	85,904	60,976	1,326	161	356	36,721	127,528	153,188	164,766	317,954
Middle Schools.												
Government	64	426	358	8	9	9	16	62	91	865	178	1,043
Local Board and Municipal.	326	1,771	20,112	848	200	26	180	744	4,743	23,347	5,693	29,040
Aided	251	1,299	4,181	1,201	317	225	451	4,061	5,138	7,249	9,875	17,124
Unaided	48	162	909	33	15	41	141	933	1,950	1,167	3,065	4,232
Totals	689	3,658	25,560	2,090	631	301	788	5,800	11,922	32,628	18,811	51,439
High Schools.												
Government	2,382	1,303	823	93	150	134	345	202	678	4,751	1,449	6,200
Local Board and Municipal.	1,204	1,459	375	66	459	144	196	156	633	3,503	1,129	4,632
Aided	3,607	3,542	2,380	328	667	1,937	3,172	3,110	5,878	10,524	14,097	24,621
Unaided	219	209	507	10	11	1,525	1,221	2,128	2,209	956	7,083	8,039
Totals	7,412	6,513	4,085	497	1,287	3,740	4,934	5,686	9,398	19,734	23,758	43,552
Grand Totals	8,170	15,084	115,549	63,563	3,244	4,202	6,078	48,207	148,848	205,610	207,335	412,945

VI-B.—Women Teachers.

—	Trained Teachers with the following educational qualifications.					Untrained Teachers.				Total trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
						Possessing a degree.		Possessing no degree.				
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
Class of Institutions.												
Primary Schools.												
Government	1	95	361	316	4	..	2	34	383	777	419	1,196
Local Board and Municipal.	4	185	2,893	4,532	53	4	52	408	4,781	7,667	5,245	12,912
Aided	26	528	3,874	2,700	363	18	26	2,280	7,800	7,491	10,124	17,615
Unaided	..	8	76	70	1	1	1	239	819	164	1,060	1,224
Totals	31	816	7,204	7,627	421	23	81	2,961	13,783	16,099	16,848	32,947
Middle Schools.												
Government	25	93	201	77	5	2	17	8	260	491	287	778
Local Board and Municipal.	8	43	301	140	12	1	9	12	300	504	322	826
Aided	84	704	1,448	695	192	40	59	283	1,207	3,123	1,589	4,712
Unaided	1	20	47	10	4	2	4	33	92	82	131	213
Totals	118	860	2,087	922	213	45	89	336	1,859	4,200	2,329	6,529
High Schools.												
Government	107	244	207	7	29	11	48	23	93	594	175	769
Local Board and Municipal.	5	15	14	21	5	..	6	2	5	60	13	73
Aided	392	1,472	532	128	88	111	205	260	831	2,612	1,407	4,019
Unaided	8	9	14	2	6	9	6	9	53	39	77	116
Totals	512	1,740	767	158	128	131	265	294	982	3,305	1,672	4,977
Grand Totals	661	3,416	10,058	8,707	762	199	435	3,591	16,624	23,604	20,849	44,453

VII.—European Education.

Total European and Anglo-Indian population—
Male . 165,001
Female . 106,588
TOTAL . 271,679

Percentage to European and Anglo-Indian Population of those at school—
Males. 18·59 Females. 26·53 Total. 21·71

—	Institutions	Scholars on roll on March 31st.	Number of females in institutions for males and *vice versa*	Number of Non-Europeans on roll.	TEACHERS. Trained.	TEACHERS. Untrained	EXPENDITURE FROM Govt. funds	Local funds.*	Fees.	Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
							Rs.	Rs.	Rs.	Rs.	Rs.
Institutions for Males.											
Arts Colleges	8	249	1	30	57	21	1,64,762	..	1,68,475	74,006	4,07,243
Training Colleges	1	31	..	..	7	1	23,395	..	..	..	23,395
High Schools	74	18,805	864	4,497	663	380	11,77,454	11,976	13,59,641	7,44,455	32,93,526
Middle Schools	34	4,184	1,300	841	164	84	1,66,869	300	1,20,291	1,96,310	4,83,770
Primary Schools	46	2,879	946	391	120	57	82,075	890	74,089	1,18,549	2,76,203
Training Schools	..	..	..	..	..	..	2,736	..	..	..	2,736
Technical and Industrial Schools.	2	249	..	52	13	1	13,680	..	1,258	13,582	28,520
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..
Other Schools	1	24	10	..	1	4	10,153	..	1,073	..	11,226
Totals	166	26,421	3,121	5,811	1,025	548	16,41,124	13,166	17,25,427	11,46,902	45,26,619
Institutions for Females											
Arts Colleges	1	321	..	91	16	9	9,711	..	13,571	5,765	29,047
Training Colleges	2	46	..	..	10	2	43,278	..	3,551	5,886	52,715
High Schools	105	19,792	3,592	4,366	985	430	11,45,075	22,815	11,82,849	5,50,899	29,01,638
Middle Schools	61	7,342	2,052	1,662	331	138	3,24,145	4,410	2,52,031	2,75,251	8,55,837
Primary Schools	69	4,608	1,751	1,022	158	129	1,33,704	6,713	1,22,366	1,52,181	4,14,964
Training Schools	10	240	..	23	36	1	77,154	..	15,180	27,369	1,19,703
Technical and Industrial Schools	1	81	..	18	5	..	700	..	..	1,798	2,498
Commercial Schools	5	109	..	11	10	2	7,960	..	10,752	949	19,661
Other Schools.	1	17	..	..	1	1	14,400	..	155	5,852	20,407
Totals	255	32,556	7,395	7,193	1,552	712	17,56,127	33,938	16,00,455	10,25,950	44,16,470
GRAND TOTALS FOR INSTITUTIONS.	421	58,977	..	13,004	2,577	1,260	33,97,251	47,104	33,25,882	21,72,852	89,43,089
				Inspection			1,34,206	..	..	..	1,34,206
				Buildings, etc.			5,58,151	..	1,88,944	8,92,016	16,39,111
				Miscellaneous			10,94,514	2,700	29,23,704	16,99,775	57,20,693
				TOTALS			17,86,871	2,700	31,12,648	25,91,791	74,94,010
				GRAND TOTALS			51,84,122	49,804	64,38,530	47,64,648	1,64,37,099

Expenditure on Buildings includes Rs. 68,808 spent by the Public Works Department.

"Miscellaneous" includes the following main items :—

Scholarships, Hostel charges and other contingent charges.

* Include both District Board and Municipal Funds.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public*.	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
Degree Examinations												
Arts and Science												
D. Litt.	2	..	2	2	..	2	..	..	..	..	..	..
Ph. D.	..	4	4	..	4	4	..	..	..	..	..	..
D. Sc.	2	1	3	2	1	3	..	..	..	..	..	..
M. A.	1,161	465	1,626	885	214	1,099	31	19	50	24	15	39
M. Sc.	507	36	543	350	12	362	5	..	5	5	..	5
B. A. (Honours)	1,506	242	1,748	997	184	1,181	73	10	83	62	8	70
B. Sc. (Honours)	280	29	309	153	13	166	3	..	3	2	..	2
B. A. (Pass)	10,030	3,548	13,578	5,061	1,352	6,413	197	170	367	148	89	237
B. Sc. (Pass)	1,901	242	2,143	1,207	146	1,353	18	2	20	13	1	14
Law												
Master of Law	..	37	37	..	7	7	..	..	..	..	..	..
Bachelor of Law	4,099	326	4,425	2,309	185	2,494	3	1	4	1	1	2
Medicine												
M. D.	22	10	32	4	6	10	1	..	1	..	..	..
M. B. B. S.	1,172	11	1,183	444	6	450	62	..	62	35	..	35
L M. S.	129	..	129	70	..	70	7	..	7	4	..	4
M. C. P. & S. (Bombay)	2	..	2	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	22	..	22	15	..	15	..	..	..	..	..	..
M. S.	12	3	15	5	1	6	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg	10	..	10	2	..	2	..	..	..	..	..	..
D. P. H.	17	26	43	13	20	33	..	..	..	..	..	..
D.O.	6	..	6	3	..	3	..	..	..	..	..	..
B. Sc. (Sanitary)	6	..	6	6	..	6	..	..	..	..	..	..
D. T. M. (Calcutta)	19	18	37	14	15	29	..	..	..	..	..	..

* *i.e.*, appearing from a recognised institution.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6	7	8	9	10	11	12
Engineering.†												
Bachelor of C. E.	244	..	244	173	..	173	..	..	..	..	..	..
Bachelor of M. E,	67	..	67	52	..	52	..	..	..	..	..	..
Bachelor of Mining and Metallurgy,	5	..	5	5	..	5	..	..	..	..	..	..
Education.												
B. E., B. T., &. L. T.	725	122	847	559	77	636	77	40	117	66	34	100
Commerce.												
Master of Commerce	12	3	15	10	1	11	..	..	..	..	..	..
Bachelor of Commerce	420	92	512	234	49	283	1	..	1	..	..	..
Agriculture.												
Master of Agriculture	1	..	1	1	..	1	..	..	..	..	..	..
Bachelor of Agriculture	237	1	238	164	1	165	..	..	..	..	..	..
Intermediate Examinations.												
Intermediate of Arts (*a*)	11,177	2,320	13,497	5,607	938	6,545	427	181	608	310	111	421
Intermediate in Science (*b*)	12,657	4,292	16,949	5,083	1,516	6,599	310	185	495	152	81	233
Licentiate of Civil Engineering (*c*).	142	..	142	99	..	99	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	1,900	111	2,011	1,457	76	1,533	384	11	395	322	6	328
Intermediate or Diploma in Commerce.	719	2	721	437	2	439	2	..	2	..	..	..
Licentiate of Agriculture (*d*)	184	..	184	141	..	141	..	..	..	..	..	..
Veterinary Examinations.	304	9	313	247	8	255	..	..	..	..	..	..

* *i.e.*, appearing from a recognised institution.
† Including the Diploma Examination of the Thomason Civil Engineering College, Roorke.
(*a*) Includes figures for Intermediate in Science in Burma.
(*b*) Includes figures for Madras which relate to "Intermediate in Arts and Science"
(*c*) Includes figures for Intermediate in Civil Engineering in Bihar and Orissa.
(*d*) Includes figures for Intermediate in Agriculture in Bombay.

VIII.—Examination Results—*concld.*

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number Passed.			Number of Examinees.			Number Passed.		
	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL EXAMINATIONS.												
(a) On completion of High School course.												
Matriculation	46,669	4,922	51,591	29,583	2,080	31,663	1,148	564	1,712	867	307	1,174
School Final, etc	30,292	6,197	36,489	24,210	4,331	28,541	1,143	165	1,308	871	94	965
European High School**	301	6	307	138	5	143	221	2	223	166	2	168
Cambridge School Certificate	555	229	784	407	36	443	311	22	333	206	9	215
(b) On completion of Middle School course.												
Cambridge Junior	661	14	675	473	1	474	514	6	520	331	3	334
European Middle	819	3	822	341	..	341	443	1	444	335	..	335
Anglo-Vernacular Middle	82,160	954	83,114	61,197	286	61,483	4,627	136	4,763	3,176	51	3,227
Vernacular Middle	69,716	11,181	80,897	41,276	5,524	46,800	6,282	1,399	7,681	3,491	660	4,151
(c) On completion of Primary course.												
Upper Primary	256,988	2,248	259,236	194,050	453	194,503	20,716	367	21,083	14,357	173	14,530
Lower Primary	529,136	1,078	530,214	401,743	882	402,625	71,514	290	71,804	54,827	237	55,064
(d) On completion of Vocational course.												
For teacher's certificates—												
Vernacular, Higher	6,684	1,187	7,871	5,083	321	5,404	1,993	114	2,107	1,399	40	1,439
Vernacular, Lower	10,522	2,489	13,011	8,285	1,120	9,405	1,161	82	1,243	789	50	839
At Art Schools	1,093	17	1,110	620	6	626	40	..	40	23	..	23
At Law Schools	38	..	38	31	..	31	..	..	..	..	..	..
At Medical Schools	1,579	297	1,876	786	167	953	202	16	218	141	11	152
At Engineering Schools†	939	871	1,810	667	346	1,013	..	..	..	..	..	..
At Technical and Industrial Schools.	3,271	1,401	4,672	2,593	729	3,322	159	383	542	122	178	300
At Commercial Schools	2,352	6,035	8,387	1,059	1,161	2,220	66	37	103	31	10	41
At Agricultural Schools	198	..	198	178	..	178	..	..	..	..	..	..
At other Schools	8,411	502	8,913	4,829	203	5,032	11	1	12	7	..	7

* i.e., appearing from a recognised institution

† Include *Survey* Schools.

** Includes figures for Cambridge High School in U. P.

Types of Institutions.	No. of Institutions and Scholars.							
	Government.		District Board.		Private.		Total.	
	Institutions	Scholars.	Institutions	Scholars.	Institutions	Scholars.	Institutions	Scholars.
1	2	3	4	5	6	7	8	9
I. Recognised Institutions.								
For Males.								
Arts Colleges	3	451	1	70	20	2,633	24	3,154
Professional Colleges	2	495	..	..	..	..	2	495
High Schools	20	5,806	142	42,143	1,033	213,257	1,195	261,206
Middle Schools	45	5,188	5,089	717,512	3,131	296,099	8,265	1,018,799
Primary Schools	3,041	116,981	57,484	3,273,208	99,963	3,611,865	160,488	7,002,054
Training Schools	375	20,013	64	658	43	2,584	482	23,255
Agricultural Schools	7	206	1	17	3	121	11	344
Schools for adults	4	125	1,971	45,790	1,331	31,464	3,306	77,379
Other Schools	46	1,953	21	645	2,479	101,989	2,546	104,587
Total	3,543	151,218	64,778	4,080,043	108,003	4,260,012	176,319	8,491,273
For Females.								
Arts Colleges	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..
High Schools	1	176	1	92	7	1,201	9	1,469
Middle Schools	7	885	46	3,383	71	8,355	124	12,623
Primary Schools	245	13,280	6,715	300,103	16,715	446,898	23,675	760,281
Training Schools	78	2,680	1	2	40	1,993	119	4,675
Agricultural Schools	..	..	..	..	1	50	1	50
Schools for adults	..	..	4	120	5	94	9	214
Other Schools	..	..	..	..	31	1,365	31	1,365
Total	331	17,021	6,767	303,700	16,870	459,956	23,968	780,677
GRAND TOTAL for all Recognised Institutions.	3,874	168,239	71,540	4,383,743	124,873	4,719,968	200,287	9,271,950
II. Unrecognised Institutions.								
For Males	..	..	..	..	..	..	25,118	413,703
For Females	..	..	..	..	..	..	3,621	64,199
Total	..	..	..	..	..	..	28,739	477,902
Grand Total for all Institutions	..	..	..	..	..	..	229,026	9,749,852

Institutions in rural areas.

Expenditure on Institutions.				No. of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Institutions.	In District Board Institutions.	In Private Institutions.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
2,71,665	11,395	3,63,176	6,46,236	34	9	205	248
3,77,511	..	80,405	4,57,916	67	..	..	67
26,95,552	13,76,798	80,08,754	1,20,81,104	304	2,486	12,112	14,902
79,39,277	50,51,659	51,66,538	1,81,57,474	255	25,478	15,896	41,629
3,00,86,788	1,69,97,575	1,07,06,873	5,77,91,236	4,074	112,562	134,685	251,321
43,41,155	1,16,047	2,08,737	46,65,939	1,165	184	246	1,595
76,266	1,860	14,316	92,442	18	2	7	27
92,475	45,059	27,437	1,64,971	4	716	1,241	1,961
6,06,975	1,41,271	12,94,857	20,43,103	99	32	6,169	6,300
4,64,87,664	2,37,41,664	2,58,71,093	9,61,00,421	6,020	141,469	170,561	318,050
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
2,41,943	8,029	86,027	3,35,999	14	9	92	115
1,25,734	78,452	1,71,392	3,75,578	42	159	461	662
32,95,332	19,74,020	8,64,588	61,33,940	558	10,976	19,086	30,620
10,67,940	2,150	2,02,024	12,72,123	322	1	236	559
360	..	..	360	..	..	1	1
520	114	..	634	..	2	4	6
17,075	264	66,585	83,924	..	..	76	76
47,48,904	20,63,038	13,90,616	82,02,558	936	11,147	19,956	32,039
5,12,36,568	2,58,04,702	2,72,61,709	10,43,02,979	6,956	152,616	190,517	350,089

Explanatory notes :—

(1) Figures for *urban* areas (*i.e.*, municipal, cantonment, notified and small town committee areas) are excluded from this table.

(2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

(3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV—A and B and V—A and B.

(4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in *rural* areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in *urban* areas.

MGIPC—L—III-11-2—12-1-33—560.

00135372

Digitized with financial assistance from

Government of Maharashtra

on 01 February, 2020